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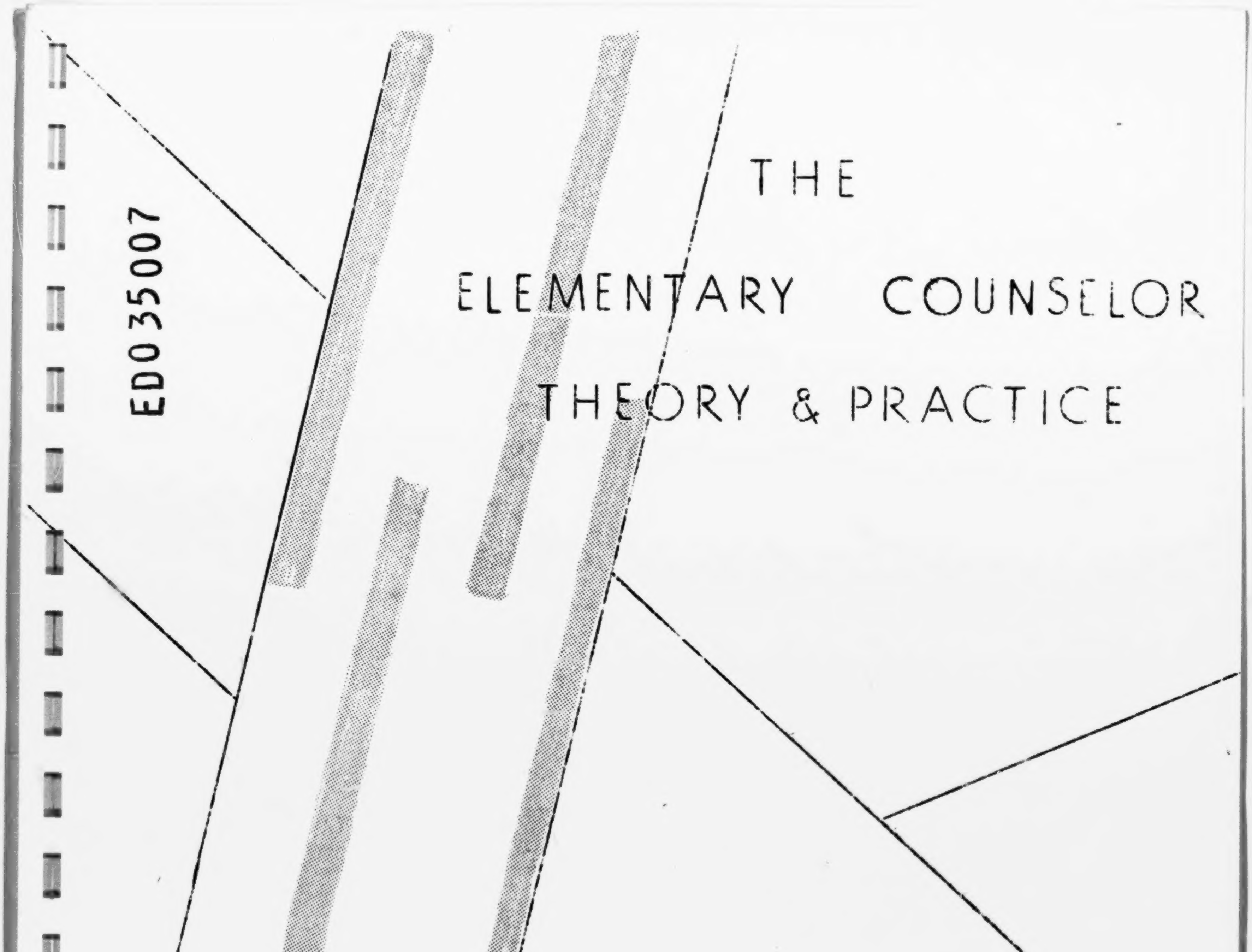
ABSTRACT

Elementary counseling and guidance was introduced in Olympia, Washington, during the 1966-67 school year. Two previous reports on the progress of the program were written prior to this final evaluation. Chapter One is an overview of the program. Chapter Two is an attempt to describe the role and function of the counselor. The developmental model depicted in Chapter Two is based upon several premises underlying guidance in the elementary school: (1) guidance is an integral part of the total education process, (2) guidance is concerned with the developmental needs of all children, (3) guidance is focused on the student as a learner in the educational setting of the school, and (4) guidance activities should be organized along a developmental continuum. In Chapter Three the assessment techniques used are described. Results include the belief of teachers that counselors have something special to offer to the elementary school. Chapter Five gives comments and recommendations by teachers and parents. Among these are recommendations on: (1) the introduction and role of the counselor, and (2) working with parents. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)



ED035007

# THE ELEMENTARY COUNSELOR THEORY & PRACTICE

CG004 502

A FINAL REPORT OF A
THREE-YEAR PROJECT

OLYMPIA SCHOOL DISTRICT
319 East Fourth Ave.
Olympia, Washington
July 1, 1969

# The Elementary Counselor
# Theory and Practice

A FINAL REPORT OF A

THREE-YEAR PROJECT

Richard Usitalo

Price: $4.00

Olympia School District
319 East 4th Avenue
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# PREFACE

People, by nature, are resistive to change. A new specialist, the elementary counselor, has entered the educational scene. Who is this new guy (or gal)? What does he do? What are his values? Who does he report to? These are just some of the questions that parents and teachers are asking.

After three years of operation in the Olympia Public Schools, people are still asking questions or offering words of praise. One parent, for example states:

> "We have nothing but praise for having counselors in the elementary grades, as we feel this is where so many of the problems start and it's wonderful to be able to detect them early instead of in junior high--where by that time the child is most certainly frustrated!"

Another parent retorts:

> "The trend may have been toward more and more specialists. It must go the other way. Problems multiply as specialists increase."

A teacher states:

> "Far more beneficial would be smaller class enrollments and fewer duties or extra help in P.E. or Art so teachers have more time with individuals."

However, other teacher's views are represented by this statement:

> "I feel the most important function is to help the child develop and adjust his behavior in order to function successfully with his peers and the school environment in general, that is, to assist the child in developing himself in order to live a satisfying and full life."

Another teacher vividly personalizes the counselor's value:

> "I think I sort of think of him now as an indispensable 'arm'. Whenever I feel I have a particular child I may not be reaching or teaching adequately, I go to the counselors. I could list dozens and dozens of examples. Also, he bolsters our egos--really knows about the positive approach!"

A fifth-grader expresses his views,

> "The counselor helped me understand myself better by having discussions and talking over problems... I have learned how to solve my problems by talking to the counselor."

Research also has much to say implicitly about elementary counseling. Hagan and Moss, reporting longitudinal studies made at the Fels Research Institute for the Study of Human Development, say:

> "It would appear that for some children, the first four years of contact with the school and peer environments (i.e. during ages six to ten) crystallize behavioral tendencies that are maintained through young adulthood."

In essence, this report attempts to "tell it like it is." Hopefully, the information contained herein will enable Olympia to make further improvements in its program.

In closing, I wish to pay tribute to our present elementary counselors (Ken Born, Dale Davis, Will Just, Jack Jutte, and Arlo Thomas) and our former counselors (John Chamley, Ralph McBride and Don Tobin) for their perseverance and investment that they were willing to make in introducing this new program.

Richard Usitalo
Project Director

# CHAPTER I

# INTRODUCTION AND OVERVIEW

Elementary counseling and guidance was introduced in Olympia during the 1966-67 school year. Four former Olympia teachers and a Californian came to Olympia after having attended a fifteen-month Counseling and Guidance Institute at Arizona State University.

This final report culminates three year's activity--two of which were described in previous reports (Elementary Guidance and Counseling: A Progress Report of the Activities of a Laboratory--1966-67 and 1967-68). Previous reports included results of questionnaires, interviews, and anecdotal remarks. While most of the data was relevant in terms of assessment, it did not provide the stimulus to make further improvements or refinements in the program. This particular report, hopefully, overcomes these previous shortcomings.

In Chapter 2, an attempt is made to describe the role and function of the counselor. With new knowledge about learning, new types of learning experience and new organization patterns, the role and function is emergent and dynamic. Possibly, a limit should be placed on the scope of the counselor's work so that he can sharpen his skills. In reality, however, he must strive to do his best even though his training may have some gaps.

The developmental model depicted in Chapter 2 is based upon several premises underlying guidance in the elementary school.

1. Guidance is an integral part of the total education process. Authorities in this field have emphasized that guidance is complementary, not supplementary to instruction, and that instruction and guidance constituted the education process. Schools must make an organized effort to adjust the educational experience to the individual child.

2. Guidance is concerned with the developmental needs of all children. Earlier concepts of guidance emphasized remediation processes for children whose adjustment to school interfered with learning. More recently guidance has been defined as an organized effort of a school to help the individual develop his maximum potential.

2. (continued)

   Thus guidance is a positive process and not just for the malajusted student.

3. Guidance is focused on the student as a learner in the educational setting of the school. In an urbanized and cybernetic society, individuals can become lost. The basic purpose of guidance is to personalize mass education.

4. Guidance activities should be organized along a developmental continuum. Intellectual, social-emotional and physical-neoromuscular domains are interacting and often inseparable. Thus, guidance, though primarily affective, must focus on total development.

The major purpose of this study is to assess the effectiveness of the Olympia Elementary guidance and Counseling Title III Project. In Chapter 3, the assessment techniques are described.

The results are examined in Chapter 4. Two forms of data are obtained--attitudinal responses and anecdotal statements. While the attitudinal statements are much easier to handle in a report, they lack certain intrinsic values found in anecdotal statements. Thus, anecdotes have played an important part because they tend to vividly portray the role of the counselor. In the case of the teacher, they also have been used to depict the level of involvement of the teacher.

Many of the comments made by teachers and parents have been used as a basis for offering recommendations in Chapter 5. These suggestions should be useful in improving the counseling program in Olympia as well as offering guidance for schools which are considering this important service.

# CHAPTER II

# A THEORETICAL MODEL

Experience clearly indicates the need for theoretical foundations and well defined objectives and role functions before a specific program is developed. Elementary schools, however, have had little opportunity to develop an understanding of the scope of elementary counseling and guidance.

In a review of the present state of guidance, Beck states that:

> "In recent guidance literature several major writers have expressed concern about the paucity of explicit statements dealing with the philosophical foundations of guidance. They felt that basic assumptions and guidlines have been ignored for many substantial reasons, but that such omission was detrimental to the future of guidance as a profession." (p.2)

Instead, schools have had to place some reliance on counselor-training institutions to assist in the implementation of this new service. The effectiveness of this practice is directly related to how close the training institution is attuned to the needs of the school and how congruent the school is with current child development philosophy.

## Roles of the Counselor

What then are the roles of the Elementary School Counselor? The literature suggests that he must assume a variety of responsible roles in order to effectively meet the developmental needs of children. Havighurst calls these developmental tasks--(a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.) (p.6)

The developmental tasks of children in the elementary school, as seen by Havighurst, are as follows:

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate sex role.
5. Developing fundamental skills in reading, writing and calculating.
6. Developing concepts necessary for everyday living.

7. Developing conscience, morality, and a scale of values.
8. Developing attitudes toward social groups and institutions. (pp. 17-26)

The developmental guidance and counseling role requires that the counselor engage in both individual and group work with children, parents, teachers and other school personnel. The counselor performs in both consulting and counseling depending on the demands of the situation. Most writers in the field emphasize that his approach should be primarily preventative and developmental rather than remedial.

1. Working with Pupils

The approach is one of direct or indirect intervention to facilitate the learning and growth of children. The interaction may be in the form of a counseling interview, play media or group activities and discussion. (Gram 1966, Ohlsen 1965, Meeks, 1964). Although there will be individual sessions, stress will be upon group procedures and group counseling. He will be primarily responsible for coordinating and facilitating the development of and at times leading the discussion of regularly scheduled group sessions with groups of children on such matters as teacher-pupil relationships, the meaning of pupil evaluation, sex education, new horizons, physical growth, mental health, dealing with adults,problems in learning, attitudes, etc. Many of these group sessions will involve teachers, parents, and other school specialists as the interest and competencies of each may apply.

2. Working with Parents

The approach here will also be both on an individual and group basis. Just as the attempt and focus of the developmental approach is to serve all students so there will be an attempt to work with as many parents as possible. The best method would be through group meetings. Any work with an individual parent is intended to have a preventative and developmental influence.

Parental work will be largely educational consultation. This does not mean the elementary counselor will not have to counsel parents. Frequently these meetings and especially individual contacts will border on or become counseling situations. The workers must be able to help such parents to gain an understanding of the problem as well as to develop a basic relationship that makes it possible to refer special cases. Such counseling sessions should not normally exceed one or two meetings. (Eckerson in Dinkmeyer 1966). Eckerson however, clarifies this position.

> "The need for a counseling relationship of one or a few sessions may be rewarding when a parent is harassed, frightened, and confused about his child--or expects too little from him. Thus, counseling may be in order when a parent-counselor meeting centers around a child's problem. (p.7) The developmental viewpoint requires that the counselor work with parents individually and in groups to help parents understand growth and emotional aspects of child development, learning in reference to the talented, the underachiever, the slow learner, and the average learner; helping parents communicate with teachers and the school; helping parents understand what the school is doing; involving parents in the learning experiences of their children; interpreting pupil data to parents, helping parents understand the total development of their children; or, helping parents understand the guidance program and other programs of the school. Finally, emphasis on working with parents is based on the premise that:
>
> a. Usually parents are vitally concerned about their child's growth and learning.
> b. Parents are 'significant others' and greatly influence the child's motivation, interest, attitudes and values. (Brookover's research indicates that the parent is the most influential) (pp. 208-209)
> c. The home cannot be ignored because the developmental viewpoint requires consistency and continuity in approach.

3. Working with teachers

Virtually all authorities writing on or about the elementary counselor agree as to what the specialist must do in relation to his work with teachers. Basically, these authorities see the counselor as a specialist trained in a large sense as a consultant to teachers on and about learning in the three domains--cognitive, social-emotional and physical-neuromuscular. Gram (1966) puts it this way:

> Here the specialist, the child behavior consultant, seeks to help by consulting with teachers about the behavior of a given child, by providing the teacher with insights into the nature of these problems, and with support for the decisions made and the form of intervention adopted. (p.155)

The counselor's responsibilities to teachers are basically of three types: consultation, in-service training, and counseling. Some examples of these responsibilities are as follows:

a. Consultation

1. Arrange case conferences with teachers.
2. Assist teachers, when requested, in communicating with parents.
3. Observe and confer with teachers about students when requested.
4. Help teachers develop student orientation programs.
5. Confer with teachers who seek help about learning or classroom management.

b. In-service Training

1. Stimulate teacher sensitivity to the dynamics of group interaction.
2. Assist teachers in curriculum development to assure a balance between cognitive and affective experiences.
3. Help teachers understand the guidance program and its goals.
4. Assist teachers in developing and conducting guidance units.
5. Help teachers understand the importance of and methods by which developmental information on students is collected and recorded.
6. Assist teachers in creating a learning climate conducive to successful learning and in developing positive attitudes toward learning.

c. Counseling

1. Render counseling at times following teacher consultation.
2. Counsel teachers who specifically request such service.
3. Engage in group work with those teachers who wish to develop sensitivity and self awareness.

4. Coordination Responsibilities

Many different types of specialists are called upon to help children directly or indirectly through consultation with teachers. Such specialists who are not directly concerned with curricular matters are usually somewhat socio-psychologically oriented and deal with problem students (except, perhaps the school nurse). Since the guidance worker attempts to avoid long term crises cases, he can best help the child or the teacher by referring such problem students to other school specialists. Since many specialists are usually itinerants, who visit the elementary school when called, or on some given schedule, the counselor can effectively perform a coordinating function. This is especially true when case conferences need to be held that require the expertise of these outside specialists.

As was emphasized earlier, the counselor assumes a variety of roles but his objective is to effectively meet the developmental needs of children. Dinkmeyer (1966) states:

> There is need at the elementary school level for the child to discuss his abilities, interests, achievements, goals and purposes and present functioning. This type of counseling I would refer to as developmental. It would assume no pathology present. It would stress helping the child meet the normal developmental problems and developmental tasks of childhood. This counseling would further psychological growth and development. Its stress would be on development of a self-concept which enables the person to function more effectively. (p. 4)

The elementary school is a vital setting for the child's early development in social and interpersonal relations with adults and other children. Linked closely to this social growth are the developmental tasks that were mentioned earlier. As Pauline Sears notes:

> The elementary school represents two important aspects of the child's life: first, it is his work--a serious business which provides opportunity for development of personal feelings of competence and self-esteem. Secondly, it represents an expansion of his world beyond the narrow confines of his family and home. The peer group of classmates, generally close to his own age, becomes an important agent of the socialization process. Relationships with other children are of considerable import to most children at this age. Whether or not the development of social skills is regarded as an overt responsibility of the school, the classroom and playground are social settings in which these learnings take place simply because of their group nature. (p. 6)

Counselors then are striving to help individual students unleash all of their potential. They do this in a variety of roles--counseling, consulting, and coordinating. They do accomplish their objectives by working with individuals or groups (students, teachers, administrators, parents, and supporting personnel.)

## Child Growth and Development Model

In attempting to help the individual, the counselor is taking cognizance of his intrinsic qualities. Each student possesses an intellect which enables him to make rational decisions; a background of experiences; a window on the world through his senses, an emotional system which gives him a certain zest for living, a neuromuscular system through which he acts upon or reacts to his environment. (These intrinsic components appear in the developmental model in Figure I.)

Development suggests a dynamic, ever-changing individual (see Figure I.) On the assumption that people are "active" in that they are constantly in contact with some aspect of their environment, this developmental model illustrates a consistently expanding self. The concentric circles represent extrinsic experiences which have an impact on what a person becomes. Every experience from this time forward adds new knowledge or modifies or supports present understandings.

Traditional counseling is geared to participation through an intervention in the individual's inner world. It deals with helping a person understand his own feelings and motives; it attempts to help interpret to a person why he does what he does, why he is as he is, on the assumption that changes occur in human beings as a result of insights into his own behavior.

Extrinsic participation occurs through a diagnostic appraisal of an individual's intrinsic structure as well as his present diet of experiences. Significant to whether present experiences enhance or stifle the student's developmental process. The present model outlines five kinds of stimuli that are likely to affect this developmental process (see Figure I): phenomena of the physical world; the social systems, formal learning; Interpersonal relationships; and mass media.

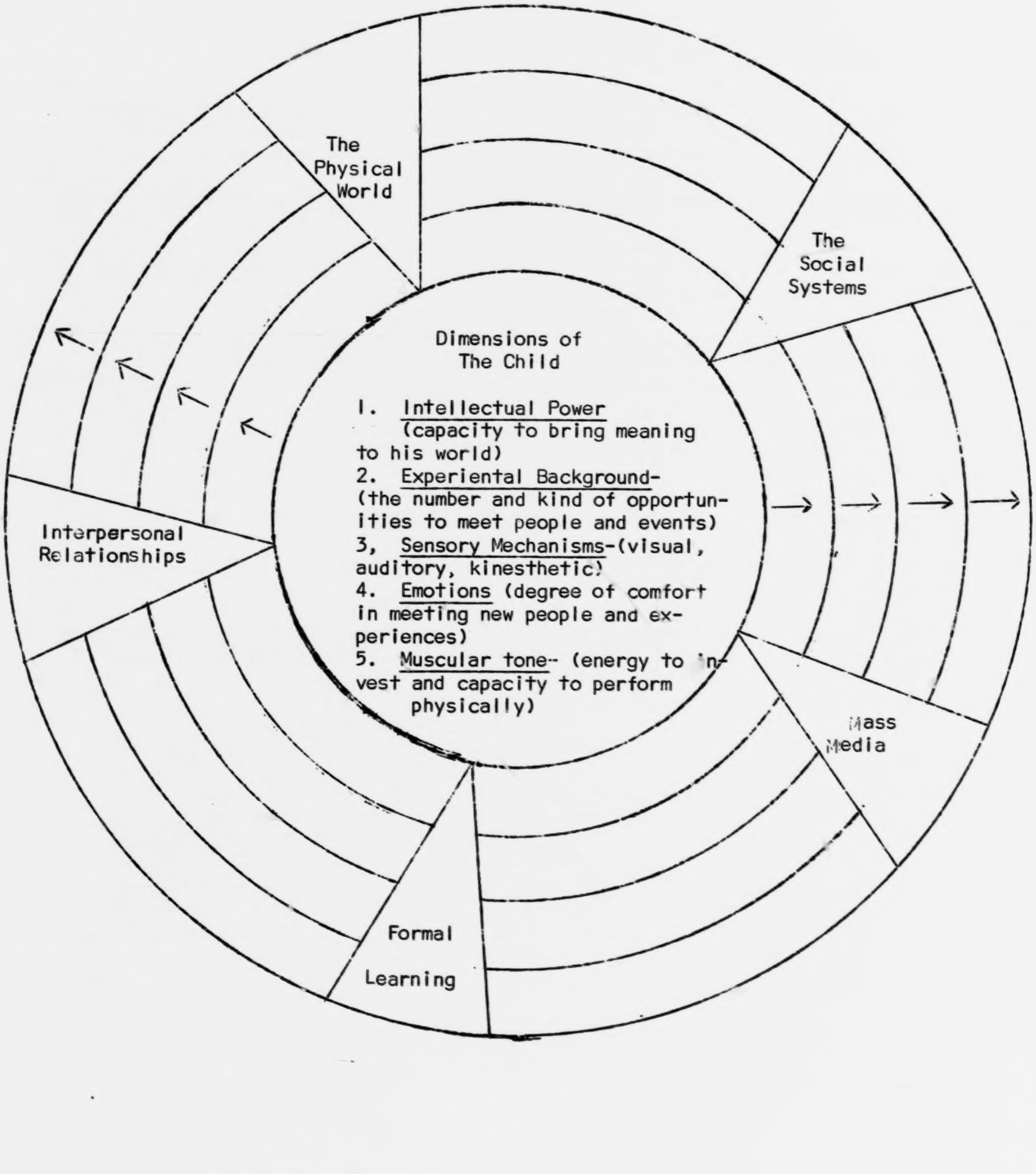
The classroom teacher and the counselor attempt to make assessments about the individual--. Where is the student in terms of individual growth? What new experiences in his physical world would lead to an increment of growth? What new social experiences can he handle in a growth-producing manner? What would be meaningful and relevant in terms of developing additional reading skill? How can I help him to express his feelings? What knowledge and skill is he acquiring while away from school?

## Summary

Developmental counseling deals with planning appropriate experiences. Some of these experiences will be provided by the counselor directly (counseling) and others will be provided (after consultation with the counselor) by the teacher or parent. Certainly there will still be "crisis cases" but, hopefully, even then the counselor will "treat" the cause rather than the symptom. The Child Growth and Development Model identifies the extrinsic factors that a school must be cognizant of if it is to maintain a child-center, individualized instructional program.

Figure I

Child Growth and Development Model


The Physical World
The Social Systems
Mass Media
Formal Learning
Interpersonal Relationships
Dimensions of The Child

1. Intellectual Power (capacity to bring meaning to his world)
2. Experiental Background- (the number and kind of opportunities to meet people and events)
3, Sensory Mechanisms-(visual, auditory, kinesthetic)
4. Emotions (degree of comfort in meeting new people and experiences)
5. Muscular tone- (energy to invest and capacity to perform physically)

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# CHAPTER III

## DEVELOPMENT OF MEASUREMENT METHODS

Past experience with measuring the effects of elementary counseling influenced the nature of this investigation. While attitudinal questionnaires have their place, school personnel and community decision-makers tend to place more credence in concrete anecdotes. Thus the direction of measurement techniques to be deployed in 1968-69 took on both aspects--attitudinal statements and anecdotes.

Several kinds of data were used to evaluate the effects of elementary counseling during the 1966-67 school year. Normally, it would be useful to secure the same type of data for 1968-69 in order to measure the longitudinal effects of elementary counseling.

Unfortunately, many of the initial techniques were invalid for various reasons. In order to select appropriate measures to be used for this current year, the prior methods were analyzed in terms of their present usefulness.

## CRITIQUE OF 1966-67 TECHNIQUES

The following is a brief critique of each of the 1966-67 techniques:

### Teacher Attitudes

The Minnesota Teacher Attitude Inventory was used before-and-after the 1966-67 counseling year. At this time, its validity as a measuring instrument is a concern. The "control" school, Garfield, has now had counseling for two years. Teachers have left the district, been transferred, etc. Because of its validity and inability to control the intervening variables mentioned, the MTAI was eliminated as an evaluation device.

The Principal's Checklist was tailored to correlate with the previous instrument. Besides having the same problems as the MTAI, it had little value as a measuring device.

### Student Self-Concept

This objective for counseling, or course, is very important. The Self-Ideal Self-Picture Checklist was administered to 20 percent (selected at random) of the grade 4-6 population in the eight "counseling" schools and the one "control" school.

Use of this device does not fit into the present schema. All schools have counseling.

Some student's self-concept may have changed as a result of a new school situation (junior high school). Some students may have moved. Personnel changes have been made. These factors would invalidate the results.

Teacher Perception of Counseling

A 47-item questionnaire "What Do You Think?" was completed by all teachers at the conclusion of the school year. In the final report for 1966-67, this was condensed down to 14 items. Once again, a "control" school for comparative purposes is not available. Further, there have been changes in the program--new counselors, new teachers--to place limitations on any conclusions that can be made. Yet, in spite of these limitations, the questionnaire was helpful in making a current assessment of counseling.

Parental Attitudes

A questionnaire "Would It Be Important?" was mailed to a 10-percent sample of parents at the conclusion of 1966-67. An error in the questionnaire precluded a comparison of the eight "counseling" schools with the one "control" school. However, the results gave a clear picture of the counseling program as perceived by parents.

Outside Evaluation

Two counselor educators, Dr. Garth Blackham, Arizona State University and Dr. Anna Meeks, Oregon State University, visited our district to gain data from students, teachers, principals, parents and supporting personnel. Both specialists made oral and written reports to the counselors, administrators and the Board of Directors.

## The Basic Plan For 1968-69

The plan for 1968-69 included:

Parent Survey

A "Would It Be Important?" questionnaire was mailed (self-addressed envelopes were enclosed) to a 10 percent sample of elementary parents. The same questionnaire was used in 1966-67. (See Appendix A)

A Parent-Questionnaire was mailed to each parent after completion of a conference with a school counselor. The purpose of the questionnaire was to determine the effectiveness of the services provided. (See Appendix B)

Teacher Survey

A "What Do You Think?" questionnaire was given to each elementary school teacher. An expanded 47-item questionnaire was used in 1966-67. (Modified version, see Appendix C)

A Teacher Questionnaire, which invited statements relative to the nature of contacts with the counselor and how effective the counselor had been in serving the needs of the students and teacher, was also completed. Specific examples were requested. (See Appendix D)

Student Survey

A Counselor Effectiveness Guide was prepared for grades K-3. The Counselor attempted to collect data through use of an Interview Guide. (See Appendix E)

An Individual Counseling Effectiveness Questionnaire was prepared for use with students in grades 4-6. (See Appendix F) Student perception of services rendered would be helpful in evaluating the effectiveness of the program.

A Group Counseling Effectiveness Questionnaire was prepared for use with students in grades 4-6, (See Appendix G) Student perception of services rendered would be helpful in evaluating the effectiveness of the program.

## SUMMARY

The assessment techniques found to be valid in 1966-67 were included in the 1968-69 design. The data thus collected were useful in comparing attitudinal changes of counseling over a two-year period. Questionnaires to collect anecdotes were added to identify strengths and weaknesses of counseling in a more concrete way.

# CHAPTER IV

## REPORT OF FINDINGS

In the previous chapter, an assessment plan was designed to measure the impact of certain aspects of the counseling program. The design called for a measure of the teacher's perceptions of counseling, anecdotal statements from teachers, parental attitudes toward counseling, anecdotal statements from parents, and student attitudes toward counseling.

Data collected through use of the questionnaire could not be treated in a sophisticated manner. This factor should not cause the variety of material collected to be discounted.

### Teacher Attitude Survey

In the early spring of the 1968-69 school year, teachers responded to an item questionnaire (What Do You Think?). Over ninety percent of the elementary teachers in the Olympia Public Schools responded to the questionnaire.

The items included in the questionnaire could be classified into three broad categories: acceptance, perception of acceptance by others, and the role of the counselor. These same items were included in a survey that was used in the Spring, 1967. In the tables that follow, the data is included for both the 1967 and 1969 surveys.

### General Acceptance

Teachers overwhelmingly believe that "counselors have something special to offer to an elementary school." Table I reveals the responses for each of the nine schools (schools A-I). (Note: The responses to the four-choice questionnaire have been dichotomized into "agree" and "disagree"). A total of thirteen teachers responded negatively to the statement. Five teachers did not reply. As can be seen by examining the table, changes from 1967 to 1969 are only slight. In school "C", the control school (no counselor) in 1966-67, eight teachers disagreed or did not reply in comparison to six "no reply" respondents in Spring, 1969.

## TABLE I

## VALUE OF THE COUNSELOR -- SPRING, 1967 and SPRING, 1969

Statement: Elementary school counselors have something special to offer to an elementary school.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 8 | 5 | | | | |
| B | 9 | 13 | | | | |
| C | 15 | 13 | | 5 | 6 | 3 |
| D | 15 | 15 | | 1 | | 1 |
| E | 11 | 11 | | 1 | | |
| F | 21 | 18 | | | | 1 |
| G | 5 | 4 | 3 | 3 | | |
| H | 9 | 10 | | 3 | | |
| I | 25 | 24 | | | | |
| TOTAL | 118 | 112 | 3 | 13 | 6 | 5 |

Teacher's Perception of Support of Others

Teachers were asked if they thought "most elementary school teachers would encourage the employment of elementary school counselors." While 113 teachers thought counselors had "something special to offer", only 77 teachers thought that most teachers would encourage the employment of elementary school counsselors. A significant number did not reply to this item. This pattern did not change markedly from Spring 1967 except that the "disagree" column increased from

24 to 36. Table 2 shows the responses for 1967 and 1969.

## TABLE 2

## TEACHERS' PERCEPTION OF TEACHER OPINION OF COUNSELING

Statement. Most elementary school teachers would encourage the employment of elementary school counselors.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 6 | 4 | 1 | | 1 | 1 |
| B | 9 | 12 | | 1 | | |
| C | 7 | 7 | 6 | 9 | 8 | 5 |
| D | 12 | 8 | 1 | 6 | 2 | 2 |
| E | 7 | 7 | 1 | 3 | 3 | 2 |
| F | 18 | 11 | 2 | 4 | 1 | 4 |
| G | 2 | | 6 | 7 | | |
| H | 3 | 7 | 2 | 4 | 4 | 2 |
| I | 19 | 21 | 5 | 2 | 1 | 1 |
| | 83 | 77 | 24 | 36 | 20 | 17 |

Teachers were also asked to perceive the support principals have given to the counseling program. Ninety-six teachers believed that their principals thought that "counselors have a place in the elementary school". The pattern for 1969 is almost identical with 1967. Teachers in school "C" (the 1966-67 control school) were unable to determine if the principal believed that "counselors have a place in the elementary school". Table 3 denotes the responses of the nine schools.

### TABLE 3

### TEACHER'S PERCEPTION OF PRINCIPAL'S REGARD FOR COUNSELING

Statement: Principals believe that counselors have a place in the elementary school.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 7 | 4 | | | 1 | 1 |
| B | 7 | 12 | | | 2 | 1 |
| C | 8 | 9 | 3 | 2 | 10 | 10 |
| D | 14 | 14 | | | 1 | 2 |
| E | 7 | 8 | | | 4 | 4 |
| F | 14 | 16 | | | 7 | 3 |
| G | 8 | 1 | | 3 | | 3 |
| H | 8 | 9 | | | 1 | 4 |
| I | 25 | 23 | | 1 | | |
| TOTAL | 98 | 96 | 3 | 6 | 26 | 28 |

Teachers also responded to the statement that "most parents would encourage the employment of elementary school counselors." Only 58 teachers thought that parents would be supportive of the program. (Later on in the report, the data will indicate that the parents are much more supportive of the program than the teachers perceive them to be.) Teachers in 1967 perceived parents to be more supportive than they do in 1969. Teachers in Schools "B" and "I" were the only groups that perceived the parents to be supportive. Table 4 reveals the responses from schools.

TABLE 4

TEACHERS' PERCEPTION OF PARENT'S REGARD FOR COUNSELING

Statement: Most parents would encourage the employment of elementary school counselors.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 6 | 3 | 1 | | 1 | 2 |
| B | 8 | 10 | | 2 | 1 | 1 |
| C | 7 | 5 | 4 | 8 | 10 | 8 |
| D | 9 | 7 | 3 | 5 | 3 | 4 |
| E | 5 | 4 | 4 | 7 | 2 | 1 |
| F | 12 | 9 | 5 | 6 | 4 | 4 |
| G | 2 | 1 | 6 | 6 | | |
| H | 3 | 4 | 2 | 5 | 4 | 4 |
| I | 17 | 15 | 6 | 5 | 2 | 4 |
| TOTAL | 69 | 58 | 31 | 44 | 27 | 28 |

## The Function of the Counselor

In the professional literature, counselor duties fall into three major catagories; counseling, consulting and coordinating. Teachers were asked to respond to statements directed towards each of these functions. Teachers were asked to respond to the value of individual counseling in the school. As was true in 1967, over ninety percent of the teachers believed that this was an appropriate function. Table 5 reflects the attitudes of teachers.

TABLE 5

THE VALUE OF INDIVIDUAL COUNSELING

Statement: Elementary pupils can profit from individual counseling provided by school counselors.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 8 | 5 | | | | |
| B | 9 | 13 | | | | |
| C | 12 | 17 | | 3 | 9 | 1 |
| D | 15 | 15 | | 1 | | |
| E | 10 | 12 | 1 | | | |
| F | 16 | 19 | 1 | | 4 | |
| G | 6 | 4 | 2 | 2 | | 1 |
| H | 9 | 12 | | 1 | | |
| I | 25 | 23 | | 1 | | |
| TOTAL | 110 | 120 | 4 | 8 | 13 | 2 |

The value of peer group interaction has also been stressed in the literature. Here again, according to data found in Table 6 teachers strongly favor the use of this technique. In 1967, only nine teachers opposed this technique while in 1969 nineteen teachers disagreed with the role.

TABLE 6

THE USE OF GROUP COUNSELING

Statement: Elementary school counselors should counsel with small groups of pupils with respect to their personal-social concerns.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 8 | 5 | | | | |
| B | 9 | 13 | | | | |
| C | 11 | 15 | 1 | 4 | 9 | 2 |
| D | 14 | 12 | 1 | 4 | | |
| E | 10 | 8 | 1 | 2 | | 2 |
| F | 19 | 15 | 1 | 3 | 1 | 1 |
| G | 5 | 4 | 3 | 3 | | |
| H | 6 | 11 | 2 | 2 | 1 | |
| I | 25 | 23 | | | | |
| TOTAL | 107 | 106 | 9 | 19 | 11 | 5 |

Teachers believed that the counselor should have had classroom teaching experience. In 1967, twenty-two teachers responded negatively or did not reply, whereas only seven teachers responded similarly in 1969. Table 7 reveals the responses to that particular item.

## TABLE 7

## TEACHING EXPERIENCE OF COUNSELOR

Statement: Counselors first should be required to have experience as elementary teachers in order to be competent counselors.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 8 | 5 | | | | |
| B | 4 | 10 | 4 | 2 | 1 | 1 |
| C | 12 | 29 | 1 | 1 | 8 | |
| D | 13 | 15 | 1 | 1 | 1 | |
| E | 9 | 12 | | | 2 | |
| F | 20 | 18 | | 1 | 1 | |
| G | 8 | 7 | | | | |
| H | 9 | 13 | | | | |
| I | 22 | 23 | 1 | 1 | 2 | |
| TOTAL | 105 | 132 | 7 | 6 | 15 | 1 |

Most teachers look upon the counselor as a resource person in terms of in-service training in the area of guidance. Most of the disagreement regarding this role was centered in Schools "C", "F" and "G". Table 8 indicates the general acceptance of this role.

## TABLE 8

## IN-SERVICE TRAINING BY COUNSELOR

Statement: Counselors would be beneficial in provideing in-service training in guidance to elementary school teachers.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 8 | 4 | | | | 1 |
| B | 8 | 13 | 1 | | | |
| C | 9 | 11 | 3 | 7 | 9 | 3 |
| D | 11 | 14 | 2 | 2 | 2 | |
| E | 8 | 6 | 2 | 3 | 1 | 3 |
| F | 15 | 12 | 4 | 6 | 2 | 1 |
| G | 8 | 1 | | 6 | | |
| H | 6 | 8 | 3 | 4 | 1 | |
| I | 22 | 21 | 2 | 2 | 1 | 1 |
| TOTAL | 95 | 90 | 27 | 30 | 15 | 10 |

Most teachers envision that the counselor can be very useful in collecting and interpreting data about students in the classroom. All schools except School G support this function. Table 9 indicates that more teachers, however, are not supportive of this function.

## TABLE 9

## STUDENT ANALYSIS BY COUNSELOR

Statement: Counselors would be useful in helping teachers know more about the characteristics of the pupils in their class.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 8 | 4 | | | | 1 |
| B | 8 | 13 | 1 | | | |
| C | 9 | 11 | 3 | 7 | 9 | |
| D | 11 | 14 | 2 | 2 | 2 | |
| E | 8 | 6 | 2 | 3 | 1 | 3 |
| F | 15 | 12 | 4 | 6 | 2 | 1 |
| G | 8 | 1 | 4 | 6 | 2 | |
| H | 6 | 8 | 3 | 4 | | 1 |
| I | 22 | 21 | 2 | 2 | 1 | 1 |
| TOTAL | 95 | 90 | 21 | 30 | 17 | 7 |

A substantial number of teachers could not envision the counselor as being one who collects and organizes educational and vocational information to elementary pupils. Some faculties have mixed feelings about this particular function. Fifty percent or more of the teachers in schools "G", "H" and "I" did not believe that such a role would be beneficial. Teachers in schools "B" and "C" expressed more agreement for this type of service than they had in 1967. Table 10 summarizes the findings in regard to this particular item.

## TABLE 10

## COLLECTION OF EDUCATIONAL MATERIAL BY COUNSELOR

Statement: Counselors could help teachers collect and organize educational and vocational information for presentation to elementary pupils.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 7 | 5 | 1 | | | 2 |
| B | 5 | 13 | 2 | | 2 | |
| C | 8 | 17 | 4 | 2 | 9 | 2 |
| D | 8 | 7 | 6 | 4 | 1 | 5 |
| E | 7 | 8 | 3 | 3 | 1 | 1 |
| F | 9 | 11 | 9 | 6 | 3 | 2 |
| G | 5 | 2 | 3 | 5 | | |
| H | 5 | 6 | 3 | 6 | 1 | 1 |
| I | 17 | 12 | 7 | 12 | 1 | — |
| TOTAL | 71 | 81 | 38 | 38 | 18 | 13 |

Some counseling institutes have placed emphasis on the expertise of the counselor in testing. Teachers did change their views to some degree in regard to this function. The change in school "I" is especially evident. Table 11 shows that most teachers support this function.

## TABLE 11

## TEST ADMINISTRATION BY COUNSELOR

Statement: Teachers could use counselor help in selecting and administering tests to elementary pupils.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | 69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 7 | 5 | 1 | | | |
| B | 7 | 12 | 1 | | 1 | 1 |
| C | 10 | 17 | 3 | 2 | 8 | 2 |
| D | 15 | 15 | | 1 | | |
| E | 9 | 10 | 2 | 2 | | |
| F | 18 | 15 | 3 | 4 | | |
| G | 5 | 3 | 3 | 4 | | |
| H | 6 | 8 | 3 | 4 | | 1 |
| I | 15 | 22 | 10 | 1 | | 1 |
| TOTAL | 92 | 107 | 26 | 18 | 9 | 5 |

Teachers believe that "teachers could use counselor help in making use of test data" than in "selecting and administering tests to elementary pupils." The only major change in attitude took place in school G". (See Table 12.)

## TABLE 12

## TEST INTERPRETATION BY COUNSELOR

Statement: Teachers could use counselor help in making use of test data.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 7 | 5 | 1 | | | |
| B | 7 | 13 | 1 | | 1 | |
| C | 12 | 18 | 2 | 2 | 7 | 1 |
| D | 15 | 15 | | 1 | | |
| E | 9 | 9 | 2 | 2 | | 1 |
| F | 18 | 16 | 3 | 3 | | |
| G | 7 | 2 | 1 | 5 | | |
| H | 7 | 8 | 1 | 4 | 1 | 1 |
| I | 18 | 22 | 4 | 1 | 3 | 1 |
| TOTAL | 100 | 108 | 15 | 18 | 12 | 4 |

Teachers strongly support the value of the counselor as a coordinator of other services that are available to the elementary school. Negative responses were scattered among most of the schools. (See Table 13.)

## TABLE 13

## THE COUNSELOR AS A COORDINATOR

Statement: Counselors would be useful in coordinating the services provided by school psychologists, reading specialists, social workers, and the like.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | 8 | 5 | | | | |
| B | 8 | 9 | | 4 | 1 | |
| C | 12 | 16 | | 3 | 9 | 2 |
| D | 13 | 14 | 1 | 2 | 1 | |
| E | 8 | 12 | | | 3 | |
| F | 19 | 15 | 2 | 4 | | |
| G | 7 | 5 | 1 | 2 | | |
| H | 8 | 8 | 1 | 5 | | |
| I | 19 | 20 | 5 | 4 | 1 | — |
| TOTAL | 102 | 104 | 10 | 24 | 15 | 2 |

Teachers did see a hierarchy of functions for the counselor. The previous items indicated a strong support for consulting, counseling and coordinating. According to Table 14, teachers do not see the home as being a primary target for their work. This function, apparently, is not within the province of the school or, if so, belongs to the school social worker or to the school nurse. The change of attitude between 1967 and 1969 was negligible. Teachers of one school "E" believed that this was a major focus.

## TABLE 14

## THE COUNSELOR AS A LIAISON BETWEEN SCHOOL AND HOME

Statement: The core or main emphasis of an elementary school counselor's work should be directed toward working with the parents of elementary school pupils.

| School | Agree | | Disagree | | No Reply | |
|---|---|---|---|---|---|---|
| | Spring '67 | '69 | Spring '67 | '69 | Spring '67 | '69 |
| A | | 1 | 7 | 3 | 1 | 1 |
| B | 1 | | 7 | 11 | 1 | 2 |
| C | 4 | 7 | 4 | 8 | 13 | 6 |
| D | 5 | 4 | 9 | 11 | 1 | 1 |
| E | 2 | 8 | 7 | 4 | 2 | |
| F | 7 | 7 | 13 | 10 | 1 | 2 |
| G | 6 | 3 | 2 | 3 | | 1 |
| H | 1 | 1 | 7 | 10 | 1 | 2 |
| I | 3 | 5 | 19 | 18 | 3 | 1 |
| TOTAL | 29 | 36 | 75 | 68 | 23 | 16 |

## ANECDOTES FROM TEACHERS

Teachers were also asked to respond to an open-ended instrument, Teacher Questionnaire - Elementary Counseling. (See Appendix D.). This new device was designed to:

(1) Identify the nature of teacher-counselor contacts;

(2) Determine the type and effectiveness of counseling service rendered;

(3) Determine the degree to which the counseling service is enabling the teacher to reconstruct her teaching techniques; and

(4) Offer suggestions for the improvement of the counseling service.

### Counselor Contacts

In the following sections, representative statements are provided which describe the nature of a contact the teacher has made with the counselor and the "follow-up" that was made by the counselor. Teachers were also asked to offer suggestions for the improvement of the counseling service.

School A

| Contact | Counselor Action |
|---|---|
| "Emotional disturbance impairing attentive classroom behavior" | "Helped me to see how to relate to several children" |
| "Deep-seated problems among the girls of my class" | "Uncovered feelings repressed by the girls" |

School B

| Contact | Counselor Action |
|---|---|
| "Help in finding causes and solutions to student's behavior problems" | "Helpful" |
| "Individual children with problems" | Good suggestions for ways to handle and work with different children" |
| "Identify child's problem and prescribe some possible solutions" | "Worked with problem student in and out of class" |
| "Assistance in providing for a child with both social and academic problems" | "Listened to my ideas and provided others" |
| "Social and adjustment problems" | "Communicates effectively with problem students" |

| | |
|---|---|
| "Sought most beneficial and effective means of instruction for individual" | "Gave battery of reading tests to determine best method to use in class" |
| "Poor social habits led to a group with counselor" | "Better understanding among group" |
| "Common concern about several youngsters learning styles" | "Has helped me to understand an area of difficulty" |
| "Assistance and advice with maladjusted students" | "Counselor lets a hostile student use him as a confidant and friend in activities outside the class" |
| "Understand and deal with students" | "Giving problem children a chance to let off steam--talk freely" |
| "Some students with emotional problems were not adjusting well to the classroom situation" | "Suggestions made were concrete and useful" |

School C

| Contact | Counselor Action |
|---|---|
| "Obtain help for a girl with emotional problems" | "Know girl better and was able to help her overcome some of the problems" |
| "Conduct problems" | "Talked to some students and they did better" |
| "Disrupting behavior from the student" | "Gave me alternatives as to what the disruption may have been and various ways of attacking the problem" |
| "Having some difficulty with the behavior of one of my pupils" | "Understand better why the child behaved in the manner he did" |
| "Two emotionally disturbed children" | "Sharing my concerns with counselor" |
| "First grader rates high in test but unable to learn" | "No help yet" |
| "Persistent deviation from acceptable behavior in a group" | "Child not seen often enough to have much effect" |
| "Emotional upsets and blocks" | "We were instrumental in persuading a father not to whip his daughter" |
| "Was unable to function in normal class work" | "Promised help but did not make further contact with me" |
| "Felt I needed to understand student (under psychiatric care) better" | "Slight help" |

| Contact | Counselor Action |
|---|---|
| "New pupil---unhappy and shy" | "Able to provide ways to bring child out of shell and like herself again" |
| "To test, to observe, to offer suggestions to both parents and teacher" | "Gave proof of child's correct placement" |
| "Placing child in special education" | "No help" |
| "Transfer of child to special education" | "Followed through on placement" |
| "Students having difficulty coping with classroom environment" | "Received help from the counselor in form of suggestions and student counseling" |
| "Child having difficulty on playground" | "Not enough contacts with child" |
| "Learn the best approach to use with these particular problem children" | "Helped me to better understand and seek out the reasons behind the behavior of several of my youngsters" |
| "Child not relating well with others" | "No feedback to teacher yet" |
| "Counseling withdrawn child" | "Has not had time to follow through" |

School D

| Contact | Counselor Action |
|---|---|
| "Child was very uncommunicative" | Counselor found that an older brother had inadvertently rejected the little brother |
| "Counselor served as 'sound board' for problems related school" | "Helped students define and discuss their feelings about several subjects" |
| "To help with undisciplined child" | "Could not gain full cooperation from parents" |
| "Help for a child's behavior and learning problems: | "Provided another viewpoint" |
| "Needed help in conferencing with a parent whose child had reading problems" | Suggested some approaches to use in conference--also participated" |
| "Had counselor come in to observe" | "Always better to get objective feedback" |
| "Children with pronounced problems" | "Nothing evident" |
| "Group of children could not get along" | "Too early to tell" |

| Contact | Counselor Action |
|---|---|
| "Contact parent in regard to camping program" | Saved me a potential problem" |
| "Interviewing concerned parent of new enrollee | "Counselor was able to identify some of the boy's attention-seeking devices. Helped student become integrated into class: |
| "Helped me to better understand particular students and their behavior" | ""Has helped me to respond more effectively to my students and has given me valuable feedback" |
| "Helped me to find correct approach in reaching an unresponsive student" | "Interpreted child's background and resulting behavior pattern" |
| "Discuss individual pupil behaviors" | "Helped me to modify my own behavior" |

School D

| Contact | Counselor Action |
|---|---|
| "Disturbed and disruptive students" | "Introduced some new techniques to use in helping children to learn better self-management. Held conferences with parents and children" |
| " Aid an emotionally disturbed child" | "Nothing came of it" |
| "A problem which I could not identify" | "Counselor just asked me several questions. Did not observe" |
| "Exceedingly difficult parent caused me to ask for special counselor help" | "Parents were finally convinced by counselor and teacher to look at child realistically" |
| "Testing students who had learning difficulty" | "Tested kids for visual-motor coordination, but did not follow up. |
| "Individual testing" | "No follow-up" |
| "Student conduct" | "Went with me to a parent conference and it really helped" |

School F

| Contact | Counselor Action |
|---|---|
| "Student needed extra attention" | "Counselor was able to listen to the problem of the student" |
| "Students needed help with their social adjustment" | "Helped several students that had minor discipline problems to adjust to the school routine" |

| Contact | Counselor Action |
|---|---|
| "Seemed to be a student/teacher conflict: | "No follow-up" |
| "Help student adjust to a school situation" | "An effective course of action was decided upon" |
| "12 yr. old that can't read" | "Has not had time to work on case yet" |
| "Very slow child who needs to be in special education" | No help from counselor" |
| "A boy with poor motor control" | "No effective results yet" |
| "Parent conferences" | "Helpful" |
| "Have children not achieving to potential" | "Too much time spent pushing him" |
| "To help with slow readers" | "Has been of no help to date" |
| "Poor coordination in a youngster" | "He just agreed something was wrong" |
| "Parent requested conference with creative transfer student who has difficulty in conforming in room" | "Offered suggestion to teacher but had limited value" |
| "Confer with me regarding pupils' problems" | "Helped in rethinking problems and solutions" |
| "Children having emotional and mental problems" | "Gave some ideas on how to deal with them" |
| "Help a child, parents and me to become mutually understood: | "Gave me some insight as to childrens ideas" |

School G

| Contact | Counselor Action |
|---|---|
| "Getting Frostig materials to use with children" | "Did not administer Frostig tests" |
| "Pupil's stealing and dishonesty" | "Caused student to recognize his problem and find solution" |
| "Counselor was crying for something to do" | "Made a mountain out of a molehill" |
| "Crisis problem" | "Helped me to see both sides of problem" |
| "Group counseling" | "Aided in better pupil relationship" |
| "Try to cooperate with the counselor" | "I do not have that kind of time to just visit with a counselor" |

School H

| Contact | Counselor Action |
|---|---|
| "Had overcrowded room" | "Listened to my concerns and helped to bring change" |
| "Help child gain acceptance in room" | "Made a few constructive criticisms that helped me" |
| "Academic mental and social problems" | "Children responded to counselor" |
| "Individual problems" | "Would have liked behavior analysis" |
| " Student misbehavior" | "Outside source can handle the problem more objectively" |
| "Personality or behavior problems" | "Encouragement and many usable suggestions" |
| "Analysis of pupil behavior" | "Helpful in defining what I was doing and to form a program" |
| "Aid in curriculum planning" | "Found specific readiness and developmental materials" |
| "Diagnosis using Frostig" | "Have waited for him to follow-up" |
| "Behavior problems" | Suggestions not helpful--no follow-up" |
| "Obtain diagnostic reading test" | "Helpful to get test" |
| "Emotional problems of children" | "Not enough follow-up" |
| "Request for testing" | "Waited five months for results" |
| "Child needed extra attention and a male contact" | "No follow through" |

School I

| Contact | Counselor Action |
|---|---|
| "Social difficulties" | He took over room in my absence and had an effective problem-solving session |
| "Social problem" | "Worked with individual and class |
| "Constant flow of contacts | "Interpret test scores" |
| Perceptual testing: | "Gave instructions on Frostig" |
| Objective observer" | "Insight on behavioral characteristics |
| "Diagnose student problem" | "Gave me his view and lots of encouragement" |

| Contact | Counselor Action |
|---|---|
| "Discipline problems" | "Understood the couse of the disruptive behavior" |
| "Emotional problems" | "Helped me to understand children |
| "Reading problems" | "Tested and offered suggestions" |
| " Unable to communicate with child" | "Counselor improved relations" |
| "Evaluate a child's behavior" | "He Listened to me" |
| "Interest in trainable students" | "Helps me to see children in new light" |
| "Student behavior" | "Relieving classroom tensions" |
| "Disturbed child | "Suggestions for certain procedure: |
| "Children's emotional and physical problems" | "Shared his opinion" |
| "One-to-one contact with problems" | "Provide insight into individual differences" |
| "Help me to get to know child better: | "Works with kids in a positive manner"<br>"Counseled with me and child" |
| "Child unable to cope with himself and others" | "Interpreted child to me and counseled child" |
| "Emotional problem" | "Provided a good male image" |
| "Frostig testing" | "Helped me to implement the Frostig program" |
| "Sounding board" | "Objective and informed viewpoint" |
| "Give psychological tests" | "Administered two tests" |
| "Extreme discipline problem" | "Not too much" |

Nature of Contacts

Table 15 summarizes how the counselor is used in the school. Since the questionnaire asked the teacher to describe one or two incidents, the assumption is made that this example cited by the teacher best represents the "felt need" of the teacher or the perceived role of the counselor.

Most of the incidents dealt with disruptive behavior or social maladjustment. Teachers often sought help for students who were disorderly in the classroom or on the playground. Frequently, the counselor was expected to "shape these kids up". A high percentage of teachers were also asking "what is causing this behavior?" "What can I do to make his school experience less anxiety-provoking?"

Since these teachers were more concerned about the cause than the symptom, these latter responses could often be categorized as learning disability cases rather than maladjusted behavioral cases. Thus at least half of the teachers were concerned with finding new ways of providing appropriate learning experiences for students.

Six teachers contacted the counselor concerning their own teaching behavior. They were asking such questions as "What am I doing that causes students to 'tune me off'?" or "What additional skills are necessary in order to meet the needs of the students?"

The elementary counseling model described in Chapter 2 emphasizes a developmental and preventative role in the school. While this role is the ideal, the stated examples reveal that many teachers envision the counselor to serve in a remediation or therapeutic role.

The kinds of questions that people ask tend to indicate their degree of involvement. As teachers become more involved their questioning pattern normally changes from "What? to "Why?" The involved teacher is trying to locate the underlying cause of an action or behavior.

In a previous pblication,[1] change or self-renewal was identified as a five-step process:

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[1] Usitalo, Richard, Elementary Counseling and Guidance, Olympia: Olympia Public Schools, 1968.

Awareness - sensing of problems and new possibilities;

Involvement - exploring new possibilities and difficult internal problems in terms of why they work or exist;

Commitment - Inventing new solutions, weighing each one, and selecting the most appropriate;

Implementation - planning for introduction and operation of the new idea; and,

Evaluation - involving others, who can be more objective, to analyze what is going on.

By analyzing the type of questions that teachers are asking their counselors (nature of contact) one can begin to assess the degree of impact the counselor has with each of the teachers. In Figure 2 a sample list of questions has been developed to indicate the level of introspection of the teacher as a result of a contact with the counselor. Since teachers are responsible for designing a major share of the learning experiences for each boy and girl, much of the counselor's time in developmental program is directed towards attempting to stimulate the teacher or a group of teachers to implicitly ask high-order (Awareness ----- Evaluation) questions. This does not suggest that the counselor works with teachers exclusively in a consulting role but certainly his knowledge and skill have more potential if when dealing with individual children and their problems he is having some impact on the teacher, too.

How has the Olympia counseling program fared in this regard? The description of the counselor contacts, if they were classified as a consulting activity, was analyzed in terms of its placement on the Awareness---Evaluation continuum. Examples for each category would go something like this:

Awareness---What prevents this boy from succeeding?

Involvement---How can I more successfully relate to him?

Commitment---What must I do to help him succeed?

Implementation---How shall I reorganize my time and resources to do this?

Evaluation---If my results are not completely satisfactory, what changes are necessary to make this more effective?

## TABLE 15

## GENERAL NATURE OF COUNSELOR CONTACT

| School | Disruptive Behavior | Social Maladjustment | Learning Disability | Teacher Behavior | Teacher Skill |
|---|---|---|---|---|---|
| A | 2 | 2 | | | |
| B | 1 | 6 | 6 | 1 | |
| C | 11 | 5 | 4 | | |
| D | 4 | 6 | 3 | | |
| E | 6 | | 1 | | |
| F | 2 | 4 | 9 | | |
| G | | 1 | 2 | 1 | |
| H | 4 | 2 | 5 | 1 | 1 |
| I | 7 | 8 | 5 | 1 | 1 |
| TOTAL | 37 | 34 | 35 | 4 | 2 |

## FIGURE 2

## STATUS OF COUNSELOR--TEACHER RELATIONSHIP

How does this child learn?
What are his strengths? deficits?
How much satisfaction is he getting from his learning experiences?
How does this child view himself? Others?
Who has meaning to him?
What does this child consider really important?
In what ways can he express himself?

What are my beliefs about learning?
What do I believe about educational philosophy?
What are my strengths? deficits?
In what ways can I participate in this child's learning?
What are the implications for this child's development in view of the educational experiences I am now giving him?
What are my expectations for this child?

What kinds of classroom experiences would most benefit this child?
What facilities do I have to bring to bear on the problem?
What personnel are available to assist me?
How might I bridge my own deficits?
How can I be sure I have realistic expectations?

How can I incorporate these instructional methods into my teaching style?
How can I translate this knowledge into an action program?
How can I systematize and organize my plan of action?
How can I observe responses to my prescriptive efforts?

Are the outcomes consistent with my expectations?
Were my expectations realistic?
What adjustments or modifications are necessary?
What standards have I set?

AWARENESS INVOLVEMENT COMMITMENT IMPLEMENTATION EVALUATION

If the nature of the contact was for counseling purposes, the response was categorized as "counseling." A response was classified as "Passive" where the intent of the contact was not directly related to teacher growth (consulting) or student growth (counseling). Examples of "Passive" responses are: "Contact parent of behavior problem" or "Place child in Special Education".

Table 16 shows that it was possible to categorize responses from 127 teachers. Forty-seven responses were of a "Passive" nature. The teacher was expecting the counselor to remove a problem from her hands. The nature of teacher anecdote indicated little or no investment by the teacher.

The largest group of contacts (55) were of a consulting nature. Twenty-eight teachers were "involved" in that they were seeking more effective ways to relate to an individual or a group of students. Ten teachers were "committed" to making a change in themselves to meet the need of the student.

When looking at individual schools, schools "C" and "D" have tended to use the counselor more than other schools in terms of individual and group counseling. Schools "B" and "I" use the counselor in a consulting role. Here the emphasis is on locating new methods of satisfying the needs of the student. Teacher involvement in terms of percentage of teachers involved in the use of counseling or consulting service appear to highest in schools "A", "B" and "I". This pattern of responses generally parallels the results of the Teacher Attitude Survey (See especially Tables 1,8,9,12).

The counselor in School "I" has maintained a record of his contacts during 1968-69. His tally through May was:

| | |
|---|---|
| Chidren Self-Referred | 1037 |
| Teacher Referral | 123 |
| Parent Referral | 17 |
| Followup | 288 |
| Teacher Conference | 218 |
| Parent Conference | 71 |
| Consultant Conference | 160 |

This compilation indicates that the counselor has numerous contacts in each of the areas: counseling (referrals), consulting (conferences) and coordinating (consultant conferences). Though teacher referrals are lower than teacher conferences, the counselor

## TABLE 16

## DEVELOPMENTAL STATE OF TEACHER-COUNSELOR CONTACT

|  | PASSIVE | CONSULTING |  |  |  |  | COUNSELING |
|---|---|---|---|---|---|---|---|
| School |  | Aware | Involving | Committing | Implementing | Evaluating |  |
| A |  | 1 | 1 | 1 |  |  | 1 |
| B | 1 |  | 3 | 4 |  |  | 3 |
| C | 8 | 2 | 4 | 1 |  |  | 6 |
| D | 6 | 1 | 3 |  | 1 |  | 6 |
| E<br>F | 6 | 2 | 2 |  |  |  |  |
| F | 9 | 1 | 4 |  |  |  | 2 |
| G | 4 |  | 1 |  |  |  | 2 |
| H | 6 | 2 |  |  | 1 | 1 | 3 |
| I | 7 | 2 | 8 | 4 | 1 |  | 2 |
|  | — | — | — | — | — | — | — |
| TOTAL | 47 | 13 | 28 | 10 | 3 | 1 | 25 |

picks up a great deal of his business in counseling through self-referral by the child.

### Teacher Suggestions

As stated earlier, one of the questions on the teacher survey dealt with suggestions for improving the elementary counseling program. These suggestions have been condensed and grouped by schools.

School A

> "More time should be given strictly to working with children....need continued guidance"
>
> "Be aware of behavior of students being corrected both in classroom and on playground"
>
> "Spend less time with administrative paperwork--more with teachers and pupils"
>
> "Need full-time counselor"

School B

> "Have full-time counselor"
>
> "Don't have so many outside meetings"
>
> "Better feedback to teachers--written reports"
>
> "Inform parents so that they will have a better understanding of the purpose of counseling"

School C

> "Don't administer group tests"
>
> "Be available"
>
> "Not spread the counseling so thin"
>
> "Follow through on promises of help"
>
> "Establish definite procedural guidelines"
>
> "Define role of counselors and support them"
>
> "Need smaller classes"
>
> "Counseling should be regular and consistent"

School D

"Don't feel that group work is the answer....If we must have this service, please a mature confident person"

School E

"More time to get acquainted with students in informal settings"

"Counselor must follow through"

"Limited time is not worth the money"

"Too many counselors"

"Gain more acceptance from the parents so that they would allow us to use the counselor more"

"Counselor should be looking for symptoms rather than devoting full attention to severe problems"

"More time so that we can have better follow through"

"Carry through with duties"

School F

"Complete cooperation by all teachers in the building"

"More emphasis be placed upon aiding the teacher, solve teacher-student problems"

"Work daily with the student who needs it"

"Narrow his job down"

"Teachers give up utilizing the counselor when he fails to follow through"

"Be available, follow-up"

"Follow-up on each child's progress after he's once been counseled would be of benefit"

"Heard complaints that requests for testing are not taken care of promptly"

"Define and limit counselor's responsibilities to what he can do and get done"

"Stick to the schedule that he makes--follow-up on cases"

School G

"Don't have enough to do so is a waste of funds"

"Eliminate it"

"Should have referral slip that states the problem and what you would like to see accomplished"

School H

"More time so that he can follow through"

"More available time"

"Contact more children"

"Work with teachers to plan interventions"

"Fewer meetings for him to attend"

"Too many bosses--let them state what they would like to focus on"

"Should help in collecting classroom behavioral data"

"Organize the counselor"

"Stick to counseling and guidance"

"Work with individuals or small groups for an extended period of time"

"Full-time service"

School I

"More counselors"

"Reach more children"

"Define job --don't do everything"

"Call two students at a time so all students can see him"

"More teacher-counselor contact to find out what is going on at other levels"

"If counselor is also psychologist, we will need more of them"

"Define function"

Table 17 groups the individual responses into seven major categories:

Define Role--Respondents believed that either counseling role was defined too loosely or teachers and/or parents did not understand the scope of the service;

Refrain from Administration Details--Some teachers indicated that counselors were "bogged down in paperwork" or were usurping the role of the principal;

Provide Follow Through--Teachers believed that it was important to have an effective method of disposing of all cases;

Communicate with Teachers--Teachers wanted to know what was happening in counseling sessions, etc;

Counseling in Depth--Teachers believed that some referrals were treated superficially.

Provide Full-time Service--Teachers believed that a full-time counselor was essential to render effective service; and,

Provide In Service--Teachers believed that counselors should broaden the skills of teachers.

Most (74) of the suggestions offered centered around full-time service. Many teachers implied that when the service is ineffective it is due to time limitations placed on the counselor. Several teachers, who were critical of counselors for not "following through" on particular requests, excused them because they had too many demands placed on their time. Several others expressed the opinion that administrative trivia and undefined responsibilities also prevented counselors from "following through".

Nine teachers indicated that counseling was still a mystery. The counselor does not share what goes on behind his door.

## PARENTAL ATTITUDE SURVEY

An attitudinal questionnaire entitled "Would It Be Important?" was mailed to a total of 330 parents of elementary children who are currently enrolled in OLympia Schools. Parents were selected from school enrollment lists (every 10th name). These parents were mailed a questionnaire and a self-addressed stamped envelope.

A total of 170 parents returned the questionnaire. Table 18 shows the percent of return by schools. Percentage return (52%) was considered good since a reminder card was not mailed to those who did not return their questionnaire. School ("A") had the highest percentage return (64%) and school ("H") had the lowest return (40%).

## TABLE 17

## TEACHER SUGGESTIONS FOR IMPROVING COUNSELING SERVICES

| School | Define Role (Parents and Teachers) | Refrain from Administrative Details | Provide Follow-Through | Communicate With Teachers | Counsel in Depth | Provide Full-Time Service | Provide In-Service |
|---|---|---|---|---|---|---|---|
| A | | 1 | | | 2 | 2 | |
| B | 1 | | | 2 | | 7 | |
| C | 2 | | 2 | | 2 | 9 | |
| D | 2 | | 1 | 3 | | 8 | 1 |
| E | 1 | | 3 | | | 6 | |
| F | 1 | 1 | 5 | 1 | 1 | 12 | |
| G | | | | 1 | | | |
| H | 2 | 2 | 2 | 1 | 1 | 10 | |
| I | 1 | 1 | — | 1 | — | 20 | 2 |
| TOTAL | 10 | 5 | 13 | 9 | 6 | 74 | 3 |

## Awareness of Counseling Service

Schools are often criticized for not informing the public. Parents were asked "Does your school have an elementary counselor?" A substantial majority (72%) indicated that their school had a counselor. The remaining 28% stated "no" or "do not know". School "F" had the percentage of awareness (85%) and school "E" had the lowest percentage.

TABLE 18

AWARENESS OF COUNSELING SERVICE

| School | Questionnaires sent | Questionnaires returned | % Returned | Aware | Not Aware | % Aware |
|---|---|---|---|---|---|---|
| A | 11 | 7 | 64% | 5 | 2 | 71% |
| B | 39 | 19 | 49 | 13 | 5 | 72 |
| C | 31 | 14 | 45 | 9 | 5 | 64 |
| D | 50 | 28 | 56 | 18 | 9 | 67 |
| E | 28 | 12 | 43 | 6 | 6 | 50 |
| F | 60 | 34 | 57 | 29 | 5 | 85 |
| G | 10 | 6 | 60 | 5 | 1 | 83 |
| H | 35 | 14 | 40 | 11 | 3 | 79 |
| I | 66 | 32 | 48 | 24 | 9 | 72 |
| No I.D. |  | 4 |  | 2 | 1 |  |
| TOTAL | 330 | 170 | 52% | 120 | 46 | 72% |

## Results of Survey

In the Spring of 1967, a questionnaire was mailed to a 10% sampling of parents (selection procedure described in preceding section). This same questionnaire was sent to a 10% sample in Spring, 1969.

The 1967 questionnaire was distributed after the first year of operation. In response to the first item ("I believe an elementary counselor should be employed.") Slightly over 81% of the respondents agreed. After two additional years of operation 73% of the parents gave an affirmative response to the item. Parents in all attendance areas, except schools "B" and "G", were supportive.

TABLE 19

RESPONSES TO PARENTAL QUESTIONNAIRES

Spring 1969

1. I believe an elementary school counselor should be employed.

| School | Agree | Disagree | School | Agree | Disagree |
|---|---|---|---|---|---|
| A | 6 | 1 | F | 25 | 8 |
| B | 6 | 11 | G | 2 | 4 |
| C | 9 | 5 | H | 9 | 5 |
| D | 22 | 5 | I | 26 | 2 |
| E | 10 | 2 | ? | 2 | 2 |
|  |  |  | Total | 117 | 45 |

2. I think the services such a person would provide are needed.

| School | Agree | Disagree | School | Agree | Disagree |
|---|---|---|---|---|---|
| A | 7 |  | F | 24 | 8 |
| B | 7 | 10 | G | 3 | 3 |
| C | 10 | 4 | H | 11 | 3 |
| D | 22 | 5 | I | 27 | 2 |
| E | 10 | 2 | ? | 3 | 1 |
|  |  |  | Total | 124 | 38 |

3. The elementary school teacher now provides enough of these services.

| School | Agree | Disagree | School | Agree | Disagree |
|---|---|---|---|---|---|
| A | 1 | 6 | F | 10 | 21 |
| B | 11 | 6 | G | 3 | 3 |
| C | 4 | 8 | H | 3 | 11 |
| D | 5 | 22 | I | 3 | 25 |
| E | 3 | 9 | ? | 1 | 3 |
|  |  |  | Total | 44 | 119 |

Item #2 closely paralleled #1 in terms of focus. Responses in 1967 and 1969 were approximately the same as #1. Again schools "B" and "G" had substantial percentage of dissenters.

Items #3 and #4 attempt to measure the adequacy of the guidance and counseling services provided by the teacher and principal. Respondents in 1967 overwhelmingly (79%) believed that the existing services (no counselor) were inadequate. In 1969, the pattern (74%) had not changed measurably. Schools "B" and "G" parents, however, tended to believe that the services provided by teachers and principals were adequate.

In item #5 ("Pupils would seek the help offered by elementary counselor.") parents remained somewhat unsure. In 1967, 60% stated that they would, while in 1969, 59% responded in the same direction. In only two cases, schools "E" and "I", was there a large affirmative percentage and response.

Table 19

RESPONSES TO PARENTAL QUESTIONNAIRES

Spring, 1969

4. The elementary principal now provides enough of these services.

| School | Agree | Disagree | School | Agree | Disagree |
|---|---|---|---|---|---|
| A |  | 7 | F | 10 | 21 |
| B | 11 | 6 | G | 2 | 3 |
| C | 5 | 7 | H | 2 | 10 |
| D | 5 | 22 | I | 2 | 26 |
| E | 3 | 9 | ? | 1 | 2 |
|  |  |  | Total | 41 | 113 |

5. Pupils would seek the help offered by an elementary counselor.

| School | Agree | Disagree | School | Agree | Disagree |
|---|---|---|---|---|---|
| A | 4 | 2 | F | 15 | 12 |
| B | 8 | 9 | G | 1 | 4 |
| C | 7 | 6 | H | 5 | 7 |
| D | 17 | 10 | I | 21 | 6 |
| E | 8 | 3 | ? | 1 | 3 |
|  |  |  | Total | 87 | 62 |

Responses to item #6 ("Parents would seek the help offered by an elementary counselor") were similar to item #1. Parents who believed that "an elementary school counselor should be employed" also believed that parents would "....seek the help...". Again this finding did not hold up for schools "B" and "G".

In 1967, 95% of the parents thought that "teachers would seek the help offered ...." This belief had dropped off to 83% by Spring, 1969. With the exception of school "G", this trend carried throughout the district...

TABLE 19

RESPONSES TO PARENTAL QUESTIONNAIRES

Spring, 1969

6. Parents would seek the help offered by an elementary counselor.

| School | Agree | Disagree | School | Agree | Disagree |
|---|---|---|---|---|---|
| A | 6 | | F | 23 | 8 |
| B | 8 | 9 | G | 3 | 3 |
| C | 8 | 4 | H | 8 | 4 |
| D | 22 | 6 | I | 26 | 3 |
| E | 8 | 4 | ? | 2 | 2 |
| | | | Total | 114 | 42 |

7. Teachers would seek the help offered by an elementary counselor.

| School | Agree | Disagree | School | Agree | Disagree |
|---|---|---|---|---|---|
| A | 6 | | F | 25 | 4 |
| B | 13 | 3 | G | 3 | 3 |
| C | 9 | 3 | H | 9 | 2 |
| D | 22 | 5 | I | 28 | 1 |
| E | 8 | 2 | ? | 2 | 2 |
| | | | Total | 125 | 25 |

## Some Conflicting Evidence

School "B" sent out a questionnaire to all parents of their students in March, 1969. Parents were asked to express their sentiments on a number of programs and practices that were or were being contemplated for use in school "B". Two hundred fifteen parents returned the questionnaire.

In the questionnaire that was distributed to a ten percent sample of parents, 35 percent of the replies agreed that "an elementary school counselor should be employed." In the questionnaire mailed to all parents in school "B", 134 parents were supportive and only 30 parents disagreed with the service. Some other programs or services are included in Table 20 to show how the parents feel about other programs of practices.

TABLE 20

RESPONSES TO SCHOOL "B" SURVEY

Spring, 1969

| | Agree | Disagree | Don't Know |
|---|---|---|---|
| Elementary Counseling | 134 | 30 | 30 |
| Full-Time Librarian | 140 | 37 | 30 |
| Outdoor Education | 145 | 38 | 25 |
| Classrooms without 4-walls | 56 | 119 | 38 |
| Parent-Conferences & Narrative Reports (no report card) | 158 | 49 | 4 |

On the basis of the results from the questionnaire, parents are equally supportive of counselors, librarians, outdoor education and parent-teacher conferences interspersed with written narrative reports (replacing traditional report cards). In contrast, only 32 percent of the parents are supportive of the new building addition to school "B" which has open classrooms (walls only on two sides).

The result of this more complete survey casts some doubt on the reliability of the "representativeness" of the smaller sample for school "B". Results of the other eight schools could also be subject to the same scrutiny.

## Counseling Awareness and Parental Attitudes

By reorganizing the data, parental attitudes could be analyzed in terms of parent "awareness" of counseling: In item #1, 75 percent of the "aware" parents responded affirmatively; while 67 percent of the "not aware" were supportive.

In response to item #2 ("...services such a person would provide are needed.") 80 percent of those who were aware of counseling services were supportive while 69 percent of those who were "not aware" replied in the affirmative.

In items #3-6, the responses of the "aware" group were more pronounced directionally, in favor of the counseling program than the "not aware" responses. In item #7, both groups believed that "teachers would seek help...."

TABLE 21

COUNSELING AWARENESS AND PARENTAL ATTITUDES

| | Aware | | Not Aware | |
|---|---|---|---|---|
| | Agree | Disagree | Agree | Disagree |
| 1. I believe an elementary school counselor should be employed. | 85 | 29 | 32 | 16 |
| 2. I think the services such a person would provide are needed. | 91 | 23 | 33 | 15 |
| 3. The elementary school teacher now provides enough of these services. | 26 | 87 | 18 | 27 |
| 4. The elementary principal now provides enough of these services. | 25 | 87 | 18 | 27 |
| 5. Pupils would seek the help offered by an elementary counselor. | 65 | 43 | 22 | 19 |
| 6. Parents would seek the help offered by an elementary counselor. | 83 | 29 | 31 | 14 |
| 7. Teachers would seek the help offered by an elementary counselor. | 88 | 18 | 37 | 7 |

2

Parental Comments

Parents were invited to make comments relative to any aspects of the counseling program. One hundred of the 170 respondents elected to add comments varying in length from a single sentence to two typewritten pages. A representative sampling of these comments is included in this section in order to better "tell it how it is".

Priorities: Most of the adverse comments seem to center around educational priorities. Parents expressed the concern that there were alternative uses for scarce school funds. Eight parents implied that employing additional teachers would be a more effec. tiveuse of resources presently available to finance counseling.

Comments were:

"With the lower pupil-teacher ratio, more opportunity should now exist for performing the services."

"We need fewer amateur psychologists and more teachers."

"I feel the money used for this service could be better spent to lower the classroom load."

"I feel that this money could better be used to furnish more teachers."

"I feel that another teacher would be more effective than a counselor, thus affording more attention to less students."

"True elementary counseling in the classic sense can best be provided by a good teacher to cut down the classrooms to 20 or 25 pupils."

"If all the specialists were trained and placed in classrooms so the pupil load was reduced to a reasonable number many of the so-called problems would be adequately taken care of."

Other parents suggested such possibilities as textbooks, remedial teachers, and "trained psychologists." Comments were:

"Our school dollar could be of more value in schools that have a book shortage, lack of playground equipment, etc."

"Feel very strongly that remedial teaching, ungraded 1-3 allowing a child to page ahead and providing supplementary work are miles ahead of counselors."..... Another layer of professionalism is among the last needs in this too impersonal age."

"We feel that a trained psychologist working in several schools would be far more valuable than an educator with one year extra training."

"The money could be more wisely spent on other aspects of quality education."

Target: Some parents believed that counseling was primarily a secondary school function. Others spoke strongly for an earlier focus. Parents who preferred a secondary school emphasis stated:

"Elementary children are too young, in my opinion, to receive any benefit from counseling."

"The money that is wasted on these counselors in the elementary school system could be well spent for more counseling at a higher level."

"It would appear to me that at the grade school level that the children are not at the communication gap stage with their parents as they are at Jr. & Sr. High."

Other parents believed that a greater impact could be made at the elementary level. Their comments were:

"A full-time counselor should work hand in hand with the teacher to help the child in the first stages."

"Services should especially be offered in the "K" and primary to nip problems in the bud."

"If a child has a problem why not give him the help when he needs it most, while he is young."

"Some people would not use this service including teachers but if even one child in a school can be helped this program would pay for itself."

Other parents stated that the counseling service was "spread too thin":

"If the load is so great that he cannot follow through then it is a waste of the taxpayer's money and a source of frustration to parents and student."

"The only question I have: is one counselor enough?"

"I feel each school should employ more than one counselor."

"I wish they had more than one counselor for a school."

Another parent believed that the counselor should focus on hardship cases. Her comment was:

"One could be provided to take care of hardship cases in several schools."

Responsibility: Parents also have mixed opinions about the functions of the school. Most of the comments in this section express a desire for a more fundamental role.

"Our taxes now are such that it's all we can do to provide the three "R's" which I think is the school systems primary function."

"We as parents will teach them how to behave.

"It is the problem of the parents to be the counselors."

"I'll counsel my own children. Don't waste public money."

Two other comments implied that counseling programs are conducive to discipline problems:

"Until the program produces more in the way of respect, discipline and good work habits, we are not interested in our tax dollars supporting the program."

"I feel the teachers are not strict enough. The teachers are not given enough authority."

Counselor Competency: Three comments dealt with the skills and competencies of the counselor. Certainly, the program can be no stronger than the individual assigned to the position. Comments were:

"Approve of the program if well trained and qualified."

"We feel that the Olympia School District has employed several very effective counselors; however, Mr.________________________ seems lacking in rapport with students, parents and teachers."

"Every request and contact that I know about has resulted in "nothing --no action of any kind."

Communication: As cited earlier, 72 percent of the respondents were aware of the elementary counseling program. As would be anticipated, a number of parents expressed concern over the fact that they and perhaps others were not aware of the program. Excerpts from their comments are as follows:

"I believe many parents are not at all aware of the existence of such a position."

"We are surprised to hear about a counselor. The service must not be well known."

"All parents are not aware that there is a counselor available."

"Either we have not needed such a service or have not been made aware that we were actually using such a service."

"Too few parents are aware the counselor services are available to their children .....our youngsters surely need the companionship the school counselor provides."

"I think pupils and parents would seek the valuable assistance if more awareness of the aid could be presented."

"All 'disagree' replies stem from lack of knowledge to the counselor's role and because a counselor has overstepped his bounds."

"I don't think the administration or teaching staff has tried hard enough to explain the program to students and parents....when the counselors make the effort to know the children, be available, and be their friend, then the administrators can be freed to do their administrative duties."

One parent offered this piece of advice:

"Form letter to the parents informing them of the counselors and his activities and how to contact him would be nice and probably effective."

Role: While parents may not know the precise role of the school counselor, they are able to collectively state some of his important duties. A number of parents identified that the counselor had some unique skills:

"Some times the people closest to him (the student) cannot see these things."

"The counselor should be there whenever a teacher and a student have problems."

"I feel the teacher should be trained much more in counseling as elementary children seem to turn to their teacher first."

"With the counselor's aid and advise (sic), my boy's teacher was able to adopt a different method of teaching which helped considerably."

Other parent's supported these statements by saying:

"I feel teachers can use all the help they can get."

"The teachers who are reluctant to use such services should be more encouraged to do so."

"A counselor is needed in schools where no teacher is qualified to perform this service."

Others stated that the time available to the teacher and principal was a factor. They needed extra help:

....."The teacher can't give added attention to an individual child who does need special counseling."

"I believe the teachers and principals have enough to do to teach the children without being a counselor."

Four other parents stated, however, that this function could be handled by the competent teacher and principal:

"I have always had complete confidence in the teachers and principals my children have had and any special problems they deal with."

"I believe that if the teachers and principal are not providing these services they are not doing their job."

> "If teachers need an elementary counselor then they themselves should not be teaching. This is another case of unneccessary empire building of unneeded services...."

> "We think the ideal way would be to have the principal trained especially in this field."

One parent indicated that the counselor should direct more of his attention to the students:

> "My feeling is that many of the counselors work too much with teachers and on administrative details and too little with kids."

Another parent believed that Olympia was relatively free of the student problems that needed counseling services. Her comments were:

> "It may be worthwhile in districts having more racial and poverty problems, but not Olympia."

Individual Relationships: The counselor devotes a considerable amount of his time towards building affective relationships with the students in the school. Some parents perceive this a worthy objective:

> "While we've not needed the services personally my child frequently tells me now she enjoys an occasional "hello" and visit with Mr. ______________ thus establishing a relationship that could be very helpful in case she ever feels the need of advice or help from a faculty member....If only 1 or 2 lives are straightened it's worth all the time and money that's put into the program."

> "I think that the counselors can do a lot of good for children because the children (my child) thinks of him as a friend he can talk to rather than someone to answer to."

> "Having experienced a counselor in our school, I feel the students have a strong feeling of friendship towards him and they enjoy talking with him."

> "A child who does feel free to speak to their parents should be made to feel free to speak to a person who can understand the circumstances of the child."

Four other parents state that their children have had direct experiences which have been helpful in adjusting to the school:

> "I know that Mr. __________________ helped my children adjust to a new school last year."

> "My son has had use of the counselor and I believe has profited by his help."

> "I have 2 boys who have been helped a great deal with counseling."

> "We have consulted him (the counselor) concerning one of our children and feel he has been a tremendous help."

Another parent indicated that the teacher cannot satisfy the total needs of the student. A counselor is an effective support.

> "With the amount of students in each class now, a teacher can't possibly spend time enough with each child on mental, social or emotional problems."

One other parent who was unaware of the counseling program indicated:

> "I have a child that could use this help very much."

## ANECDOTES FROM SPECIFIC PARENTS

### Nature of Parental Contact

Questionnaires were mailed to parents who had a formal contact with the school counselor. The counselor was responsible for naming the specific parents who were to receive the questionnaires. Only 49 of the 121 questionnaires were returned by the parents. Most comments however, were rather lengthy and reflected considerable emotional overtones and a high degree of parental involvement and concern. Remarks are summarized as follows.

School A

| Contact | Counselor Action |
|---|---|
| "Child's apparent lack of discipline at school" | "Had 2 hour conference with me" |
| "Learning handicap" | "Attempted some testing and teacher-parent conference--could not locate specific problem" |

School B

| Contact | Counselor Action |
|---|---|
| "Questioned what was happening in the group talk sessions" | "He informed us" |
| "Child mentioned suicides"-- | "Counselor contacted teacher" |
| "Worry about lack of reading ability and short attention span" | "Nothing apparent" |
| "Adjustment of first grade son | "Came to our home and talked to us and has taken great interest in our son, has given him confidence" |
| "Child couldn't settle down in class" | "Student learned that he had to respect others in a group" |

School B (cont.)

| Contact | Counselor Action |
|---|---|
| "Continually disturbed boy" | "Gave us periodic reports on school progress" |
| "Child had difficulty about P.E. and at home" | "Had interview immediately -- spent time with my son" |
| "Lack of interest in school" | "Interested but can't see where he followed through" |

School C

| Contact | Counselor Action |
|---|---|
| "Child disliked school intensely and got very little response from teachers in 2nd and 3rd grades" | "Mr.________started looking into problem immediately and brought it to the attention of the teacher" |
| "Dissatisfied with child's progress, relationship with teacher" | "After a slow start by counselor, child's attitude has improved considerably" |
| "Child having problems in kindergarten" | "Was helped by the Frostig method being used more in the class this year" |
| "Had difficulty accepting authority and not being center of attention" | "_______was able to give his viewpoint freely in confidence and discuss same with someone in a neutral position. Removed his defensiveness" |
| "Difficulty in reading words and knowing her letters by sight" | "She will do her very best to please him....he used tests to determine some better reading methods" |
| "Had difficulty in accepting his parents divorce" | "Told me of a few ways to help him at home and he counseled him at school" |
| "Our son was having difficulty adjusting" | "Mr.____saw how first medication wasn't helping our son so he called our doctor....We understand our son much better now" |
| "Child's inability to relax and enjoy School.....lack of confidence" | "Between the teacher, counselor and myself we were able to discuss methods of giving child confidence" |
| "My son had started to regress after the loss of his father" | "Devoted time to playing with my son and also helping him with his work....helped him a great deal" |

School D

| Contact | Counselor Action |
|---|---|
| "Need for speech therapy" | "Gave me some work sheets to work with my son here at home which is beneficial" |
| "Not responding consistently to challenges of school work.... emotional problem" | "Teacher has changed method of assigning work....counselor had agreed with our concern....better understanding between school and home" |
| "Child having a hard time applying herself to the work" | "Had conference with teacher and I" |
| "Child having difficulties in school" | "We have spent a lot of time and money trying to help our child with summer school, outside teachers, etc., but feel our counselor has done more good this year than anything we've been able to do in the past....we are now able to understand our child" |
| "Visited our home before school started" | "Was thrilled with his visit....passed a feeling of confidence on to her which might otherwise have been lacking" |
| "To explain his purpose of group counseling" | "Didn't convince me" |

School E

| Contact | Counselor Action |
|---|---|
| "Two mothers talked to counselor about problems of several students" | "Main boy concerned was hopeless according to counselor. He did talk to my boy. Created more problems" |
| "Met him at conference with his teacher" | "Group counseling not effective but individual counseling was" |
| "General class problems discussed at Open House with parents" | "Definite trend toward confusion" |

School F

| Contact | Counselor Action |
|---|---|
| "Wanted to see counselor after my teacher conference" | "Felt counselor was interested but have changed my opinion since I have not heard from him since" |
| "Trying to get to the reason for certain types of behavior" | "Seemed so and spoke to the girls several times" |

School F (cont.)

| Contact | Counselor Action |
|---|---|
| "Child was part of a group" | "Our child became more tolerant of others as a result of being in a group.... he has volunteered to tutor" |
| "She needed help to cope with others me and her family" | "Has improved greatly by the added attention the counselor, for the last two years, has given her" |
| "Son has difficulty in learning to read" | "Very concerned, devoted considerable time" |
| "Improving his grades" | "My son was to receive a reading test which he never got" |

School G

| Contact | Counselor Action |
|---|---|
| "Child and teacher had a definite personality conflict" | "Recognized the child's potential and saw help was needed" |
| "Visited me--new family" | "Saw that my son had another hearing test" |
| "Lack of school interest" | "Was interested in trying to help, but his recommendations were in 100% disagreement with last year's counselor" |

School H

| Contact | Counselor Action |
|---|---|
| "Interpreted child's feeling about school to me" | "Seemed to be able to advise me on how I should respond to my child.... giving her more responsibility" |
| "Very poor reader--feelings of failure" | "Initiated tests for perception, conferred with teachers and spent time listening to us and our child" |
| "Daughter not concentrating--was drawing into shell" | 'Unruly classroom was upsetting to her, counselor has worked with the room and has improved the situation--has helped me to understand many of the problems of kids and how to deal with them" |

School I

| Contact | Counselor Action |
|---|---|
| "Child has dyslexia" | "Interested but did not follow through" |

School I (cont.)

| Contact | Counselor Action |
|---|---|
| "Took test results to school" | "Feel that Frostig program will help my son....group sessions for son are benefiting" |
| "Continued academic problems" | "Gave up because of existing school system setup" |

Table 22 summarized the nature of the parental contact by school. Most parental contacts (20) dealt with some type of learning disorder. Problems of behavior, social and emotional adjustment also commanded parental attention. Eight parent contacts involved the counselor explaining his role or a certain aspect of counseling.

Parental Suggestions

Parents were also asked to offer any suggestions about the counseling services. Some concise statements have been abstracted from their completed questionnaires.

School A

"Work privately with individuals and counsel teachers more directively, skip groups and classroom social problems unless it can be followed through"

School B

"Teachers must be taught to cope with individuals in the regular classroom.... return counselors to the classroom"

"Wish counselor would recontact parent to discuss progress and results"

"Meet more than once with frustrated parents"

"Both parents have to be willing to help"

"Have more counselors to help more children"

School C

"Respond to requests for help immediately rather than three months later"

"More opportunity for counselors to work with teachers in order to help those children who need more special attention"

"More time available to the many children who need it"

"Full-time so that more progress reports can be made to parents"

"More counselors....There are so many little ones in this day and age that need help"

School D

"Don't feel that group work is the answer....If we must have this service, please a mature confident person"

School E

"One specialist to replace the elementary counselors"

"Magnifying problems of a normal child who could solve them himself"

School F

"More time so that they can follow through"

"More counselors and some secretarial assistance in record-keeping"

"Let each family know of the counseling services available"

"Spend time visiting primary to survey what children need extra help"

"Counselor should analyze discipline problems"

School G

"Each counselor that we have had has a different approach"

"Lack of preparation was appalling"

"Focus at early grades"

School H

"All parents can use counselor to 'bridge the gap' between parent and child"

"Role of counselor needs to be more clearly defined and understood by most parents"

"Please at least one counselor to a school"

"Parents are the ones who must change and need the counseling"

"More counselors like Mr. ________________."

School I

"Should not have to seek outside testing to get results"

"Less being a 'buddy' to kids and more emphasis on specific problems"

"Don't talk down to parents"

"Administration should give complete cooperation"

"More follow through"

In Table 23, you will note that 21 wished to add counseling staff while five wished to reduce or eliminate the service. Seven parents indicated that there was inadequate counselor contact after the initial contact.

## TABLE 22

## GENERAL NATURE OF PARENTAL CONTACT

| School | Behavior Problem | Social Adjustment | Emotional Disorder | Learning Disorder | Role Interpretation | Teacher-Pupil Relations | Teacher-Parent Communication |
|---|---|---|---|---|---|---|---|
| A | 1 | | | 1 | | | |
| B | 1 | 1 | 2 | 3 | 1 | | |
| C | | 2 | 2 | 5 | | 1 | 1 |
| D | | | 1 | 3 | 4 | | |
| E | 2 | | | | 1 | | 1 |
| F | 1 | 2 | | 2 | 1 | | 1 |
| G | | | | 1 | 1 | 1 | |
| H | | 1 | | 2 | | | 1 |
| I | | | | 3 | | | |
| TOTAL | 5 | 6 | 5 | 20 | 8 | 2 | 3 |

## TABLE 23

## PARENTAL SUGGESTIONS FOR IMPROVING COUNSELING

| School | Inform Public | Be Specific | Contact Parents More | Reduce or Eliminate | Add More Counselors |
|---|---|---|---|---|---|
| A | | 1 | | | |
| B | | | 2 | 2 | 3 |
| C | | | 2 | | 4 |
| D | | | | 1 | 1 |
| E | | | | 2 | 1 |
| F | 1 | 1 | 2 | | 7 |
| G | | | | | 2 |
| H | 1 | | | | 3 |
| I | | 1 | 1 | | |
| TOTAL | 2 | 3 | 7 | 5 | 21 |

## ANECDOTES FROM STUDENTS

A questionnaire (Individual Counseling Effectiveness) was developed for use with Grade 4-6 students. The measurement instrument was used in one school. After looking at the responses, it became apparent that the results would not be helpful for use in this particular project.

Responses from two intermediate classrooms indicated that only the most verbal are able to respond to the instrument. Because of this, another variable, verbal fluency, could distort any results from the questionnaire. Hence, this method of evaluation was deleted. (The questionnaire is included in the Appendix.)

Several more fluent students were able to respond:

"The counselor helped me to understand myself better by having discussions and talking over our problems."

"The counselor helped me make new friends by telling me that other people may like to do other things."

"The counselor helped me to listen to other people by telling me that other people may be right too."

"By telling me after a discussion that he liked the way I acted and thought."

"By putting me in their place and seeing how I would feel."

"That you should give other people chances to talk and get things off their minds."

An interview guide was developed for use in Grades K-3. Students were unable to furnish any supportive data. Results are not included in this report.

# SUMMARY

A majority of the teachers in Olympia's elementary schools believed that "counselors have something special to offer." The degree of acceptance has slipped slightly since 1967.

As was true in 1967, two interesting conditions about teacher perceptions were found. While teachers were supportive of the program they did not believe that their fellow teachers were. They also indicated some doubt that parents were supportive of the program. Here, too, teacher perceptions were not accurate.

Of the three major roles of counselor--counseling, consulting and coordinating--teachers supported the role of student counseling. This pattern existed in 1967 as well. There were still at least 25 percent of the teachers who did not concur with the consulting role of the counselor. No substantial shift took place regarding the "coordinating" function of the counselor. Teachers still expressed the belief that "working with parents" should not be the main emphasis of the counselor.

Teachers cited a number of examples where they have utilized the counselor. Disruptive behavior and social maladjustment appeared to be the major reason for the contact with the counselor. Thirty-five teachers stated that their major contact with the counselor was due to a learning disability. Of the contacts cited by teachers, 75 responses dealt with consultation with the counselor. The teacher by virtue of the questions she was asking was attempting to seek new solutions to problems dealing with social maladjustment, behavior or a learning disability.

Teachers made many valuable suggestions regarding the counseling program. The largest number of suggestions dealt with expanding the services. Seventy-four teachers were requesting full-time counseling services. Other suggestions were:

1. Define the role of the counselor to parents and teachers;
2. Make sure that you follow through on the requests and the actions that you start.
3. Let teachers know what progress is being made on individual cases; and,
4. Refrain from administrative tasks and unnecessary paperwork.

Seventy-two percent of the parents contacted were aware of the service in their elementary school. Those who were aware of the service were more supportive of the concept than those who were unaware. Most of the parents opposed to counseling services believed there were more appropriate uses for scarce school funds. Among these were: more teachers, more books, psychologists. Others emphasized that counseling services should be increased at the elementary level. Proponents did indicate that schools need to explain such services to the parents they are attempting to serve. Many parents offered evidence that the counseling program has had an impact on the lives of their children.

Forty percent of those parents who had a direct contact with the counselor did so because of some type of learning problem. Eight parents indicated that their contact with the counselor was due to the need to clarify services e.g. group counseling.

The data-gathering system designed for students proved to be impractical. While such data would be valuable, other methods would have to be developed.

# CHAPTER V

## SUMMARY AND RECOMMENDATIONS

The elementary counseling program has made considerable progress during the three year period of operation in Olympia. The data included in this study clearly reveals that the counselor has been involved in the prevention of academic casualties, the enhancement of self-concepts so that boys and girls may become more vigorous learners, and the development of trustful relationships with fellow students, parents and teachers.

The elementary counselors have stimulated an increased attention towards the education of elementary students. They have brought new ideas and skills and have in some cases translated these into meaningful experiences for the boys and girls.

Yet, the evidence cited in Chapter IV indicates that the function of counseling and guidance has not been clearly established. Administrators, teachers, counselors and parents need to synthesize their ideas into a statement of philosophy from which operation guidelines can be established.

If guidance is to be treated as a developmental function, the operational guidelnes should emerge under the umbrella of a District Guidance Committee. Efforts have been made to start a Olympia Personnel and Guidance Association. Because it has not requested nor received the offical recognition from the school district, projected goals of the Association have not been attained. A District Guidance Committee should be established. Purposes and procedures of the committee should be defined by the Board of Directors through the school district administration.

Initially the counselor had dual supervision--the school principal and the project director. This plan had distinct shortcomings. During the past year, the counselor became directly responsible to the school principal. The Guidance Committee, therefore, would provide a very important coordinating function.

### Introduction of Counselor

Each school (staff and principal) has the responsibility to identify its needs. On the basis of these needs, the principal and staff should attempt to arrive at an expected role and function of the counselor. Before the prospective counselor signs his contract, he should have an understanding of this expected role. ("We need you to render this kind of service.") The counselor's training and experience will no doubt include some additional skills and knowledges. The school staff and counselor should understand that he may be able to provide additional ideas for others to utilize.

Before he takes his job, he should develop a strategy on how he will present himself to the principal, teachers, students and parents. His choice of words should contain "specifics" rather than setting himself up as a "mystique". The counselor should be able to describe his role and function in terms of the activities that he performs. These should all be related to some aspect of the individual child. (Helps kids learn better.) These should be stated or demonstrated in concrete terms. Counselors should avoid such abstract terms as "developmental" "school climate", "preventative", and "change agent". Instead, he should force himself to use words that describe "specifics" that he and others understand.

The beginning counselor needs to establish effective working relations with the teachers and building principal. He can best do this by "fitting into" the system rather than trying to have the system adjust to him. He should plan to work with "crisis" and/or problem cases. Hopefully, the teacher that is involved with him will generalize her new understandings to the others in the room. He can best accomplish most of this by remaining close to the classroom rather than withdrawing student or students to his office. This relationship will help to form a bond of trust between the counselor and the teacher.

Counselors must play an active role in the school scene. They represent a model of open, communicative behavior. They need to become involved in formal and informal activities (Yes, even "manning" the dart booth at the P.T.A. Carnival) of the school.

They must be visible to teachers. If counselors wait for teachers to come to them, they can expect only crisis cases. By going to the classroom, the counselor makes a beginning step towards a developmental program.

Role of Counselor

As has been discussed in previous chapters, the counselor has many types of working relationships.

A. Working with Pupils

This function is generally the most accepted and more traditional role. The name "counselor" implies "counseling". Thus the functions of "consulting" and coordinating" are often overlooked. The anecdotes included in Chapter IV indicate that the Olympia counselors have been successful in individual and group counseling.

Recommendations:

1. Criticisms have been made that the counselor did not see the child often enough. While this may not be true, the counselor must keep in closer contact with the teacher while he is performing individual or group counseling. If possible his counseling activities should be visible to the teacher so that she can translate those into her own teaching behavior. Thus, the counselor is getting "double-mileage".

2. The counselor needs to provide a "haven for kids" with problems. This, for the most part, has been accomplished. Staff, however, needs to concur with this role or it will tend to destroy relations. Therefore, the counselor must have a good mix of office activities and classroom activities.

B. Working with Parents

In some schools, the counselor has devoted considerable time to consulting or counseling parents. In other school situations where the homes appear to be more stable, the counselor has had fewer contacts. Counseling with groups of parents has been rather limited.

Recommendations:

1. Counselors have been criticized for lack of "follow through". If the service is to be valued, this must be corrected.

2. Parents like to know how their particular child is functioning. The counselor should make a periodic report on special cases even though it may include only a telephone contact.

3. Some parents are critical of group counseling. At times, counselors have "triggered" this by advising students to be non-commicative about the dialogue taking place within a group session. If a negative response can be anticipated, a telephone contact would be in order.

4. In some elementary programs, the counselor has become heavily involved in parent group sessions. This function does not appear to merit a high priority in Olympia.

C. Working With Teachers

Counselors have been quite effective in their direct work with teachers. The counselor works in one of three capacities with the teacher--consultation, in-service training and counseling. For the most part, counselors have been helpful when the teacher has requested his assistance. With their background in teaching, counselors have been able to provide suggestions to teachers that are relevant to the classroom situation. Counselors must maintain contact with the teacher after providing some alternatives. In the theoretical model, the case conference was identified as an effective method of consulting. This technique also provides the counselor with working relationship with the principal, teachers, and special service personnel.

Recommendations:

1. Case conferences should be regularly scheduled in each school. The counselor should serve as "the case manager."

2. The ccunselor brings knowledge and skill to the staff of the building. Olympia's counselors have played a direct role in introducing new techniques and teaching strategies to the teachers. Several obvious examples are Self-Enhancement Education,[1] Human Developemnt Program,[2] Frostig Perceptual Development,[3] and a non-graded reading program using Economy materials.

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[1] Norma Randolph, et al, Self Enhancing Education, (Cupertino, California: Cupertino Union School District, Menlo Park City School District, 1968).

[2] Marianne Frostig and David Horne, The Frostig Program for the Development of Visual Perception, (Chicago: Follet Publishing Co., 1964).

[3] Harold Bessell and Uvaldo Palmares, Methods in Human Development, (San Diego: Human Development Training Institute, 1967).

In the case of the Frostig program, the counselor is working directly with 19-1st grade boys and girls who were low in learning readingess. With a matched-pair control group, the counselor has demonstrated that treatment students have evidenced greater growth in terms of word recognition, paragraph meaning and spelling than the control group. (Significant at the .05 confidence level, see Appendix H for a report of the research.) The counselor should continue to introduce new ideas that enhance the development of students.

The counselor has also been very helpful in terms of parent-teacher conferences. Olympia schools are relying more and more on the parent conference as a reporting technique. The counselor has been helpful with difficult conferences. He has also been helpful in improving the conferencing skills of teachers.

The counselor has attempted to improve the cumulative folder contents. He should be responsible for managing the student record system.

The counselor has been a good listener or "a sounding board" as one teacher aptly stated. Teachers often wish to share some of their own anxieties that are created by classroom interactions.

One staff has expressed a desire to work in the area of communication and self-awareness. A counselor has provided some assistance and leadership in this area. This type of service should be expanded when a staff and principal seek this type of experience and understanding.

In another school, a counselor has been helpful in developing a closer working relationship between special education teachers and regular classroom teachers. Teachers have been exchanging teaching strategies. Children, too, have been co-mingled to a much higher degree as a result of this cooperative spirit.

In terms of coordination of special personnel, counselors have been effective. Counselors have attempted to work closely or utilize the special talents or skills of psychologists, nurses, reading, science and physical education specialists. In some cases the counselor has, however, tended to reduce the school contacts of the school psychologist. The referral process has prevented the school psychologists from being utilized to their highest potential. The referral process will be changed to bring about more collaberation of these specialists.

In closing, the counselor has made a major contribution in improving the guidance and counseling services in the Olympia Public Schools. Like most other school programs, further refinements are necessary. The following actions appear to be essential:

1. Administrators, teachers, counselors and parents need to synthesize their ideas into a statement of philosophy from which operational guidelines can be established.
2. A District Guidance Committee should be established. Coordination of services should be among its objectives.
3. Each school (staff and principal) has the responsibility to identify its needs.
4. The counselor should be able to describe his role and function in terms of the activities that he performs.
5. The counselor should "fit into" the school rather than try to have the school adjust to him.
6. The counselor should attempt to remain in close proximity to the classroom rather than withdraw student or students to his office.
7. Counselors need to become involved in the formal and informal activities of the school. They must be a model of open and communicative behavior.
8. Counselors must be visible to teachers. They must seek out their teachers.
9. The counselor must keep in close contact with the teacher while he is performing individual or group counseling.
10. The counselor needs to provide a "haven for kids" with problems.
11. Counselors must "follow through" on all of their contacts.
12. Counselors must interpret the objectives of group counseling to parents.
13. When counseling personnel is expanded, counselors should seek to become more involved in forming parent discussion groups.
14. Counselors must maintain contact with the teacher after providing some alternative teaching strategies.
15. Case conferences should be regularly scheduled in each school.
16. The counselor should continue to introduce new instructional ideas that enhance the development of students.
17. The counselor should be utilized as a resource for improving staff communication.
18. The counselor should utilize the services available from other specialists.

# APPENDIX A

# "WOULD IT BE IMPORTANT?" QUESTIONNAIRE

## OLYMPIA PUBLIC SCHOOLS

## OLYMPIA, WASHINGTON

## WOULD IT BE IMPORTANT?

The following is a brief description of the services which can be provided by an elementary counselor.

The counseling program was established for the purpose of helping boys and girls to acquire important mental, social and physical skills. The counselor's activities may be described as: 1) Meeting with students either individually or in small groups to assist them in overcoming such normal problems as achieving in school, understanding themselves, making friends, making plans for the future, understanding the school situation (teachers, pupils) and other related activities; 2) Working with teachers in the school to seek out students who may need special attention; 3) Helping teachers to develop classroom experiences geared to individual or groups of students: 4) Consulting with parents of elementary students to help them understand their children and their special talents; 5) Developing methods by which parents and school personnel can work together to make school a worthwhile experience for their children.

In order to determine whether or not you feel a person providing the above services would be valuable in the elementary school please mark your answer to the following statements in this manner.

SA means Strongly Agree
A means Agree
D means Disagree
SD means Strongly Disagree

(Circle your response)

OLYMPIA PUBLIC SCHOOLS

OLYMPIA, WASHINGTON

## Parent Questionnaire--Elementary Counseling

School Child Attends ______________________

Does your school have an elementary counselor? Yes ____ No ____ Don't Know___

SA means Strongly Agree
A means Agree
D means Disagree
SD means Strongly Disagree

1. I believe an elementary school counselor should be employed.

   SA A D SD

2. I think the services such a person would provide are needed.

   SA A D SD

3. The elementary school teacher now provides enough of these services.

   SA A D SD

4. The elementary principal now provides enough of these services.

   SA A D SD

5. Pupils would seek the help offered by an elementary counselor.

   SA A D SD

6. Parents would seek the help offered by an elementary counselor.

   SA A D SD

7. Teachers would seek the help offered by an elementary counselor.

   SA A D SD

(Please feel free to add your own comments.)

# APPENDIX B

# PARENT QUESTIONNAIRE

OLYMPIA PUBLIC SCHOOLS

OLYMPIA, WASHINGTON

Parent Questionnaire -- Elementary Counseling

School child attends ______________________________

Please respond to the appropriate questions.

1. Who initiated your contact with the counselor?

   You ____ your child ____ the teacher ____ the principal ____

   the psychologist ____ the counselor ____ other ______

2. Please state the reason for your contact with the counselor.

3. Was the counselor sincerely interested in helping? If so, give example.

4. Was your contact with the counselor helpful to your child? If so, give example.

5. Did counseling have an effect on how your child perceived school (and how he was achieving?) If so, give example.

6. Could you offer suggestions for the improvement of this counseling service: (what?)

7. Do you think there should be a full time counselor in your school? Why?

(You may use the reverse side for additional comments.)

# APPENDIX C

# "WHAT DO YOU THINK?" QUESTIONNAIRE

## Teacher Questionnaire - Elementary Counseling

School ____________________________

### What Do You Think?

Several statements about elementary school counselors are cited below. For each statement, indicate the degree to which you agree or disagree with it by circling one of the four codes. The degrees are defined as follows:

SA -- Strongly Agree
A -- Agree
D -- Disagree
SA -- Strongly Disagree

SA A D SD Elementary school counselors have something special to offer to an elementary school.

SA A D SD Elementary pupils can profit from individual counseling provided by school counselors.

SA A D SD Teachers could use counselor help in selecting administering tests to elementary pupils.

SA A D SD Teachers could use counselor help in making use of test data.

SA A D SD Elementary school counselors should counsel with small groups of pupils with respect to their personal-social concerns.

SA A D SD Most elementary school teachers would encourage the employment of elementary school counselors.

SA A D SD Most parents would encourage the employment of elementary school counselors.

SA A D SD Principals believe that counselors have a place in the elementary schools.

SA A D SD Counselors would be useful in helping teachers know more about the characteristics of the pupils in their class.

SA A D SD Counselors could help teachers collect and organize educational and vocational information for presentation to elementary pupils.

SA A D SD Teachers can do all the counseling that needs to done in elementary schools.

SA A D SD Counselors would be beneficial in providing in service training in guidance to elementary school teachers.

SA A D SD Counselors would be useful in coordinating the services provided by school psychologists, reading specialists, social workers, and the like.

SA A D SD The core or main emphasis of an elementary school counselor's work should be directed toward working with the parents of elementary school pupils.

SA A D SD Counselors first should be required to have experience as elementary teachers in order to be competent counselors.

# APPENDIX D

# TEACHER QUESTIONNAIRE

OLYMPIA PUBLIC SCHOOLS

OLYMPIA, WASHINGTON

School ______________________________

## Teacher Questionnaire - Elementary Counseling

Please respond to the appropriate questions. Use the back of this sheet if needed.

1. Have you requested and/or obtained assistance from the counselor?
   yes _____ No _____

2. Who initiated the contact? You ____ A student ____ A parent ____
   The Counselor ____ The Principal ____ A Psychologist ____ Other ____

3. Describe the reason (s) or purpose of your counselor contact.

4. Do you feel that your contact with the counselor was of help to you as a teacher? (Give one or more examples).

5. Do you feel that your contact with the counselor was of help to your student? (Give example).

6. In your opinion what is the most important function of the counselor?

6b. Has this been the primary function of your counselor?

7. Do you feel that the counseling program has been benificial to the children in your school? Why?

8. Do you have suggestions for the improvement of the counseling service? What?

9. Do you think there should be a full time counselor in your school? Why?

# APPENDIX E

# COUNSELOR EFFECTIVENESS GUIDE, GRADE K-3

# COUNSELOR EFFECTIVENESS GUIDE (K-3)

Instructions: I am going to read some questions to you to see how well you understand yourself and other kids as a result of talking with the counselor. I would like you to answer the questions out loud.

There are no right or wrong answers.

Questions:

1. What have you learned about yourself since talking with the counselor?

2. Has talking with the counselor helped you understand why you like to do some things?

3. Has talking with the counselors helped you understand why you don't like to do some things?

4. Has talking with the counselor helped you understand what things make other people like you?

5. How have you learned to make new friends by talking with the counselor?

6. Has talking with the counselor helped you to know what are the nicest things about yourself?

7. What have you learned to like about yourself?

8. What did you learn from another group member that made you feel better? How did this help you act differently?

9. By talking with the counselor (or another group member) what did you learn that helped you?

10. Has talking with the counselor (or group) helped you to make friends?

11. Has talking with the counselor (or group) helped you to get along better with other children?

12. What have you learned to like about other children?

13. By talking with the counselor, have you learned what things make children act bad? or good?

14. By talking with the counselor, have you learned what makes children sad? angry? happy?

15. What have you learned about other people, from being a good listener?

16. Have you been able to say the things you would like to say to the counselor (or group)?

17. By talking with the counselor, or other members of the group have you learned how to solve some of your own problems?

18. Have you learned how other people solve their problems?

# APPENDIX F

# INDIVIDUAL COUNSELING EFFECTIVENESS QUESTIONNAIRE

## INDIVIDUAL COUNSELING EFFECTIVENESS

## INTERMEDIATE

Instructions: This is a survey to determine how well you understand yourself and others as a result of talking with the counselor. Some of the questions may not apply to you. Choose the ones which are appropriate for you to answer. There are no right or wrong answers.

In most cases the best way to answer is to answer the way you feel at this time.

If you need more space, you may use the back side of the paper.

Questions:

1. In what way did the counselor help you understand yourself better? Example?

2. In what way did the counselor help you learn what are the nicest things about you? Example:

3. In what way did the counselor help you understand other children in the classroom or school? Example:

4. In what way did the counselor help you understand your teacher or other adults better? Example:

5. In what way did the counselor help you make new friends: Example:

6. In what way did the counselor help you learn what makes people act like they do? Example:

7. In what way has the counselor helped you understand what makes people sad? happy: angry? Example:

8. By talking with the counselor, what did you learn that helped you? Example:

9. By talking with the counselor, what have you learned that will help you get along with people? Example:

10. In what ways has the counselor helped you to learn to listen better to others? Example:

11. By talking with the counselor, how have you learned to solve some of your own problems: Example:

13. By talking with the counselor, how have you learned to make your own decisions? Example

# APPENDIX G

# GROUP COUNSELING EFFECTIVENESS QUESTIONNAIRE

## GROUP COUNSELING EFFECTIVENESS QUESTIONNAIRE

## (INTERMEDIATE)

Instructions: This is a survey to determine how well you understand yourself and others as a result of talking with the counselor. Please answer the questions which apply to you. Answer the way you feel right now.

If you need more space, you may use the back of the paper.

There are no right or wrong answers.

Questions:

1. In what way do you feel that you understand yourself better as a result of the group discussions? Example:

2. In what way has the group helped you to know the good qualities you have? Example:

3. What have you learned to like about yourself as a result of the group discussions? Example:

4. What have you learned to like about other members of the group?

5. In what ways have your feelings changed about any of the members of the group better? Example:

6. In what ways do you feel that you understand other members of the group better: Example:

7. In what ways do you feel that you understand other persons outside the group better? (Teachers, parents, other classmates)? Example:

8. In what way were you able to better understand why members of the group act differently? Example:

9. What did you learn from another member of the group about yourself? Example:

10. Have you developed any new friendships as a result of the group? Example:

11. Were you able to listen better to other people as a result of the group discussion? Example:

12. Were you able to say what you wanted to say in the group? Example:

13. Was the group able to help people solve some of their problems? Example:

14. In what ways could the group discussions have been better? Example:

15. Was there anything about the group you didn't like? Example:

16. If a different group were set up, would you like to be part of the discussions? Why?

17. What are your feelings about the counselor since the group began?

# APPENDIX H

# A REPORT ON A PERCEPTUAL-MOTOR TRAINING PROGRAM

# A Study of the Effectiveness of a Perceptual-Motor Training Program For First Graders

by

Will Just

For almost two years we at Roosevelt School had been interested in the effectiveness of the Frostig visual perception program on the reading skills of first grade youngsters. The Frostig treatment approach is in two parts: classroom work sheets and exercises related to the five visual perception areas: Eye-Motor Coordination, Figure-Ground, Constancy of Shape, Position in Space and Spatial Relationships. A similarity was noted between the Frostig exercises and a program of Basic Movement Patterns developed by the Health and Physical Education staff of the Olympia Public Schools. Because the Basic Movement Patterns were more easily programed, they appeared to be more efficiently utilized in the school setting. Would a combination of the Frostig worksheets and the Basic Movement Patterns be effective when utilized with first grade youngsters?

## The Experimental Group

Two weeks after the beginning of school in the Fall of 1968, the Gates-MacGinitie Reading Test, Form I, was administered to all of the first grade children in the Olympia Schools. Children from Roosevelt School who scored at the third stanine or lower on any of the Gates-MacGinitie subtests were selected for the experimental group. Nineteen children from the four first grade classrooms were selected. These children were administered the Marianne Frostig Developmental Test of Visual Perception. The performance in all nineteen cases yielded a scaled score of eight or lower on one or more of the Frostig sub tests. Appropriate work sheets were prescribed for each individual child from the Frostig materials. Each first grade teacher worked with the materials as they could within the schedule of their classroom. In some cases parent helpers and older fifth and sixth grade children helped the first grade students in these paper pencil exercises.

Three times weekly for approximately twenty weeks the nineteen youngsters of the experimental group were brought into the counselor's office for exercises from the Basic Movement Patterns. The group size varied from three to six youngsters in each session. Bilateral, unilateral and cross lateral movement patterns were employed. Body awareness, position of objects in space, following verbal directions, balance, eye control and large muscular coordination were specific areas of attention in these exercises. In approximately seven of these sessions the small group of children was asked about reading. When any child made a positive statement about reading or learning to read, he or she was reinforced with a positive verbal statement.

The Research Design

After twenty weeks of experimental treatment the Stanford Achievement Test, Primary Battery One, was administered to all of the Olympia Public School first graders. With the assistance of the Research Department from the Washington State Office of Public Instruction, it was determined that we would match pairs of youngsters with Madison School in the Olympia System. Both the control students of Madison School and the experimental students of Roosevelt School had experienced the Open Court Reading Program. Three of the experimental students had moved away so the sixteen remaining experimental students were matched on the basis of their total weighted score from the Gates-MacGinitie Test. The four girls and the twelve boys of the experimental group were also matched as evenly as possible according to sex. One pair of girls at the upper end of the distribution and the other pair at the lower end were matched, for example. The matched pairs were as follows: two pairs of girls, five pairs of girls and boys and nine pairs of boys.

## The Results

It was predicted that there would be a positive difference in favor of the experimental group on five of the Stanford Achievement Test subtests. Using a one tailed t-test, we found the null hypothesis rejected at the .05 level of confidence in Word Recognition, Paragraph Meaning and Spelling. (See table 24). There was no significant difference in Vocabulary and Word Study Skills.

TABLE 24

| Subtest | t | p |
|---|---|---|
| *Word Recognition | 2.380 | .0155 |
| *Paragraph Meaning | 2.149 | .0242 |
| *Vocabulary | -.1005 | >.05 |
| *Spelling | 1.870 | .0407 |
| *Word Study Skills | 1.575 | >.05 |
| Arithmetic | .349 | >.05 |

* Prediction of positive difference

## Limitations

It should be noted that the treatment group involved the Frostig paper pencil activities, movement exercises and positive verbal statements about learning to read. Thus, it is impossible within limitations of this study to determine which of the treatments was effective or noneffective.

Of the five subtests from the Stanford Achievement Test, the two most closely related to visual preception are Word Recognition and Spelling. The significant difference in Paragraph Meaning would indicate further research. The test manual reports that the Vocabulary subtest measures a pupil's vocabulary independent of his reading skill. It is designed to measure comprehension of concepts and fullness of understanding of terms.

The four teachers of the experimental group and the two teachers of the control group were using the same reading program. Within the structure of this study, however, teacher effectiveness is an uncontrolled variable.

## Conclusion

This preliminary study would indicate further research in the area of visual perceptual, motor development programs in the Olympia Schools. Most of the published research indicates gains for children with developmental lags in reading readiness when trained in visual motor tasks. Most of the same research indicates, however, that these children maintain the same relative position within the normal distribution of reading skills. The treatment described in this study may be more appropriate for reading readiness in the kindergarten. In this experiment it was used experimentally for the remediation of youngsters experiencing reading difficulties and lack of success.